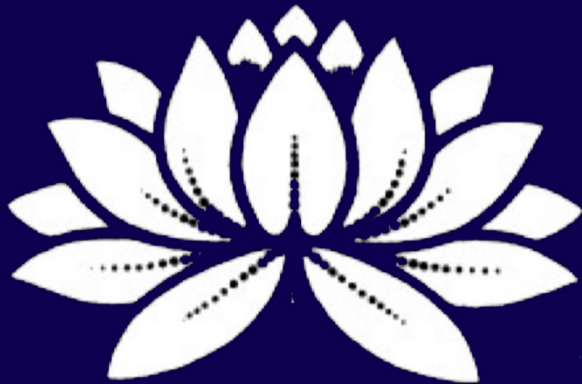


STUDY HANDBOOK



1-YEAR FOUNDATION COURSE
4-YEAR JUNGIAN PSYCHOTHERAPY TRAINING
6-YEAR JUNGIAN ANALYTIC TRAINING

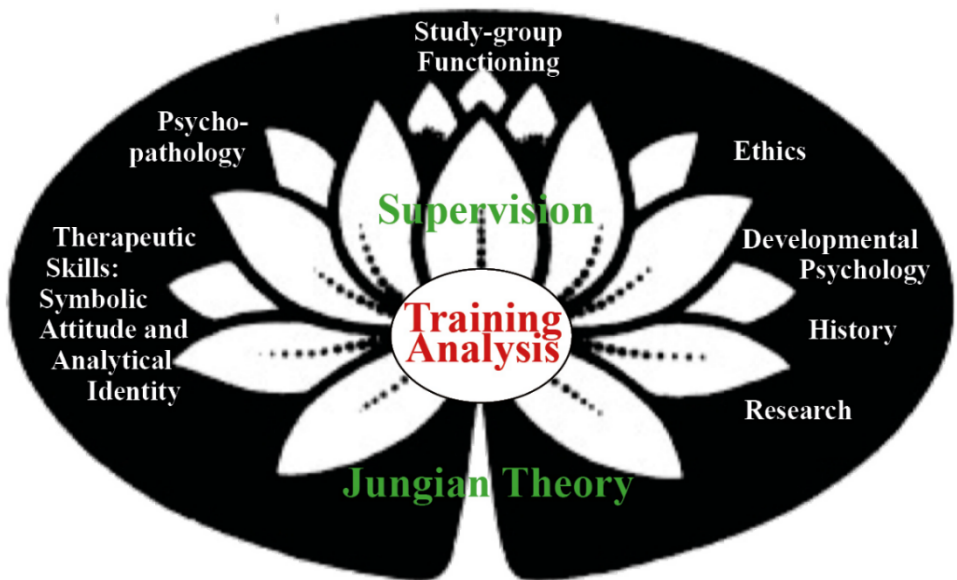
C.G. JUNG INSTITUTE COPENHAGEN



C.G. Jung. 1875-1961. https://en.wikipedia.org/wiki/Carl_Jung

C.G. Jung Institute, Copenhagen

Study Handbook



1-Year Foundation Course
4-Year Jungian Psychotherapy Training
6-Year Jungian Analytic Training

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Preface

The purpose of this Training Program Description is to provide candidates and teachers at the Institute with an overview of the framework, conditions and foundations of the Jungian Psychotherapist Training Program and to describe its structure, content and requirements.

Changes can be expected.

Jungian Therapy

In Jungian therapy, living contact with the unconscious and creative symbolic work are central. Through the therapy you can gain a deeper understanding of yourself by exploring both conscious and unconscious aspects of the psyche. The therapy provides insight into patterns, dreams and symbols that can reveal hidden conflicts and resources. Symbolic work means using images, symbols or stories to understand and process emotions and experiences that may be difficult to put into words. For instance, instead of talking directly about a problem or an unresolved issue, we work with symbols - as in dreams, art or play – as an expression of what you are experiencing. Symbols act as a bridge to the unconscious.

Jungian therapy supports the client to live more in alignment with their authentic self. This is experienced as a stronger sense of identity, inner balance and the ability to empathize with oneself and one's surroundings.

Analytical Psychology

Analytical Psychology is rooted in theories developed by C.G. Jung and expanded upon by his successors. The scientific starting point is phenomenology and hermeneutics used as an empirical research method.

In Jungian Psychology, two main aspects help us understand the human psyche:

1. the clinical aspect involves describing and creating theories about the structures and dynamics of the psyche
2. the symbolic aspect is expressed through fantasies, dreams, fairy tales, mythology, art, literature, religions, and rituals.

The clinical aspect is closely related to psychopathology and clinical psychology, while the symbolic aspect draws from the humanities, sociology,



anthropology, and pedagogical studies. Both aspects are equally significant in Jungian Psychotherapy, making it essential for Jungian Psychotherapists and -Analysts to have diverse academic backgrounds that encompass all these areas.

C.G. Jung Institute Copenhagen's Training Programs

C.G. Jung Institute Copenhagen offers a comprehensive three-step private Training Program in Jungian Psychotherapy and - Analysis, comprising the following:

1. a 1-year Foundation Course in Analytical Psychology
2. a 4-year Training as a Jungian Psychotherapist (building upon the Foundation Course with additional three years). This training provides access to associate membership of the Danish Society for Analytical Psychology (DSAP) and to membership of the Danish Psychotherapist Association (Dansk Psykoterapeutforening, DPFO)
3. a 6-year Training as a Jungian Analyst (building upon the 4-year training as a Jungian Psychotherapist with additional 2 years). This training qualifies individuals for membership in the International Association for Analytical Psychology (IAAP). The Training Program for this is included in a separate addendum.

Intended Audience

The 1-year Foundation Course is designed for individuals with a relevant education, such as psychotherapists, healthcare professionals, HR personnel, teachers, and pedagogues, seeking new inspiration or continuous professional development.

If applicants for the 1-year Foundation Course wish to progress into the subsequent training as a Jungian Psychotherapist or Jungian Analyst, they must meet specific requirements as outlined below.

The 4- and 6-year Training Programs are intended for individuals with strong mental faculties, creativity, and a capacity for self-reflection and self-regulation. Candidates should have a genuine interest in understanding people and the underlying reasons for their attitudes and behaviours. Additionally, they must possess empathy, an aptitude for grasping the symbolic dimension, both individually and collectively within cultural and historical contexts, and maintain a high level of personal integrity and ethical standards.



The Key Components of the Training Program

The Training at the Jung Institute has three key components: Theory, Training Analysis and Supervision. The 4- and 6-year Training Programs comprise theory and methodology, practice training, and group supervision. In addition to this, candidates must engage privately with a Training Analyst and an Individual Supervisor. The training analysis is required throughout the training and is an important part of the practice training where it functions as a master apprenticeship, giving the candidates insight into their own complexes and an understanding of how their life experiences influence their work as therapists. The individual supervision also functions as a master apprenticeship where the candidate learns from their supervisor(s).

The 4-year training as a Jungian Psychotherapist includes modules covering the theory of science, simple documentation, and research methods for research, primarily in the candidate's own practice.

The 6-year training as a Jungian Analyst builds on the previous four years but adds more complex ideas in Jungian psychology and concludes with a final article on a level that might be published in an international Jungian journal. The Training Program for this is included in a separate addendum.

Non-Danish applicants are responsible for verifying whether the training they receive at the institute is recognized in their home country. The language of the training is English.

The Aim of The Training

The aim of the training is to qualify candidates to practice Analytical Psychology as Jungian Psychotherapists at a level consistent with the current national standards as required by the Danish Psychotherapist Association. As Jungian Analysts, candidates should in addition meet the international standards for Jungian Analysts.

Candidates will develop the competence to work clinically with adults of all ages on a wide range of issues, most often in long-term therapy. This may include assistance with personal development, crises, stress, anxiety, grief, depression, as well as relationship problems and narcissistic disorders or borderline issues. Furthermore, candidates will receive instruction in the psychopathological field to gain an understanding of when private Jungian Psychotherapy and -Analysis is contraindicated.

The primary working area for Jungian Psychotherapists/Analysts is private practice.



As the Institute is a Group Member of the International Association for Analytical Psychology (IAAP), our members are required to follow a policy of non-discrimination based on race, religion, ethnic origin, gender, and sexual orientation

Qualification Frame and Learning Objectives

Through the 4-year Jungian Psychotherapist Training Program the candidate will acquire the following (changes may occur):

Knowledge

The candidate has knowledge of and can reflect upon:

1. the theory, concepts, methodology and forms of intervention of Analytical Psychology as the basis for the practice of Jungian Psychotherapy
2. the choice of approaches when confronted with specific and complex psychological and psychopathological challenges and other life circumstances of a client
3. research-based theories and methods within the field of psychotherapy as a basis for the practice of psychotherapy
4. lead and conduct therapeutic processes within a framework of understanding based on the theory and principles of Analytical Psychology
5. the scientific basis for Jungian Psychotherapy in the context of research practice
6. theory of science, quantitative and qualitative research methods, data collection and data analysis in the context of researching own practice
7. ethical frameworks and relevant legislation for the practice of Jungian Psychotherapy and research in own practice
8. relevant sources of information and research in psychotherapy for continued professional updating and development of own psychotherapeutic practice
9. the theoretical principles involved in the development of a framework for private practice of Jungian Psychotherapy
10. own personal resources, limitations, and development opportunities in the context of psychotherapeutic practice and the value of professional ongoing supervision.



Skills

The candidate has the skills and mastery to:

1. demonstrating professional empathy and analytical attitude drawing on Jungian principles
2. organising and conducting Jungian Psychotherapy adapted to the individual client
3. critically select, apply, and evaluate scientifically based Jungian psychotherapeutic methods and tools
4. apply and critically evaluate appropriate psychotherapeutic interventions in relation to specific challenges in therapeutic processes
5. identify and articulate relevant research topics and justify choice of methods, analysis, scientific theories and models as well as relevant literature
6. analysing, processing, and documenting clinical data from psychotherapy sessions based on relevant scientific theoretical principles
7. critically evaluate and reflect on own personal resources, learning processes, and developmental potential in relation to their psychotherapeutic practice through professional supervision and training analysis.

Competencies

The candidate has the competencies to:

1. navigate complex and transformative processes with a Jungian analytical attitude
2. prepare, conduct and evaluate therapy processes
3. apply independent, critical, and research-based skills to analyse, document and process complex clinical issues
4. communicate and critically evaluate psychotherapeutic practice, theory, and research to relevant collaborators and peers in an ethically responsible and professional manner.
5. Taking responsibility for their professional development through continuous supervision.



Structure and Learning Outcomes

The following description of the structure and content of the training is simplified. Most academic areas span multiple study years, with progression in depth and complexity. Teaching methods also vary within each area.

The themes and focus of the four years are:

- Year 1: Introduction to basic concepts and methodology in Analytical Psychology
- Year 2: Preparing for clinical work, deepening knowledge, and methodology in Analytical Psychology. Introduction to research.
- Year 3: Clinical work with clients, focus on developmental psychology, symbolic interpretation and continuing research.
- Year 4¹: Clinical work with clients, focus on psychotherapy as research-based practice and finishing training as a Jungian Psychotherapist.

Year 1: Introduction to Basic Concepts and Methodology

The foundation course is the first of the two stages of the psychotherapy program is, where participants are introduced to Analytical Psychology's basic understanding of the human psyche and the interaction between the individual's inner and outer world. Participants are also introduced to the Jungian understanding of the psyche's inherent potential for lifelong growth and development of the unique individual, called individuation. Students are taught the Analytical Psychology model of the psyche and the basic concepts of Analytical Psychology.

The training is a combination of theory on basic concepts and practical exercises where participants practice Jungian methods of symbolic understanding. The focus is on the participants' personal development, which is incorporated into the training through group exercises and -processes. This way of working is applied to all four years and develops self-awareness and the ability to be aware of and move within one's own psychological patterns and processes.

¹ The completion date of the training program is in the beginning of the 5th year.



Goals

The Candidate has achieved:

- a basic and coherent understanding of Jungian theory and fundamental concepts of Analytical Psychology
- a certain knowledge of the methodology of Analytical Psychology
- a certain knowledge of interpretation of symbols
- an understanding of the interaction between the individual's inner and outer world.
- the development and strengthening of the ability for self-reflection, self-awareness, and self-insight
- an ability to be aware of and flexible in her/his psychological patterns and self-organizing processes
- the experience of her/himself in relation to others
- a theoretical foundation for further training
- an experience of regular personal therapy with a Jungian Analyst.

Year 2: Preparing for Clinical Work, Deepening Knowledge, and Methodology in Analytical Psychology. Introduction to Research

The 2nd year focuses on preparing candidates for therapeutic work with clients in the 3rd year. This is enacted through theory of the therapeutic process and methods, training in role-playing and group supervision with clinical cases. There is also a focus on the processes and dynamics of the training group as a study group, providing a supportive foundation for the training and candidate's development as an individual and future therapist.

Instruction in psychopathology begins, providing candidates with knowledge and insight into psychopathology and the possibilities and limitations of psychotherapy related to this area.

Concurrently, the work on a deeper theoretical understanding, application, and reflection of Analytical Psychology's theory and methods continues. Research principles and perspectives are introduced.

The training analysis plays a pivotal role by currently digesting the personal impact on the candidate coming from the theoretical and practical content of the training.



Goals

The candidate has achieved:

- knowledge about the Jungian therapeutic process and methods
- experiences of the psychotherapeutic setting through role-playing, group supervision, and training analysis
- to apply the relevant Jungian analytical knowledge to symbolic and clinical material
- a fundamental theoretical knowledge of psychopathology and psychiatric diagnoses
- a theoretical knowledge and experiences of study group processes and dynamics
- an awareness of changes in relationships to others and the ability to relate to them and respond appropriately in the clinical training and in the training group
- further self-insight into her/his own internal processes and the interaction with her/his surroundings through the training and training analysis
- a budding identity as a Jungian Psychotherapist.

Year 3: Clinical Work, Focus on Developmental Psychology, Symbolic Interpretation and Continuing Research

In the 3rd year, the focus is on the candidates' clinical work with clients under individual and group supervision. In group supervision, theoretical, methodological, ethical, and relational issues in therapy are explored and reflected upon through clinical cases from the candidates' practical work. This contributes to the achievement of a broader clinical and practical experience base as a Jungian Psychotherapist than candidates can acquire individually. The symbolic attitude is developed theoretically and practically through the interpretation of fairy tales, theory, and practical exercises in sandplay.

The professional identity as a Jungian Psychotherapist is strengthened through knowledge and training in the core competencies of the Analytical Psychotherapist as well as ethics and legislation. Teaching in psychopathology continues.



New areas in the program are psychological development theories, as well as teaching (infant research) research theories and psychotherapy as research-based practice (action research).

The importance of the training analysis continues and is especially important now due to working with the candidate's own clients under supervision.

Goals

The candidate has achieved:

- beginning their practice with clients in analytical psychotherapy and individual supervision
- presenting clinical cases in group supervision
- knowledge of and practicing core competencies, identity, and ethics of the Jungian Psychotherapist
- insight into establishing therapeutic relationships and into interacting with clients (including transference and countertransference)
- insight into psychological developmental theories with a focus on the child's early development, and infant research
- how to interpret fairy tale symbols and link the interpretation to the individuation process of Analytical Psychology
- knowledge of ethics in psychotherapy
- knowledge of DPFO's, DSAP's and IAAP's current ethical guidelines and relevant Danish legislation on confidentiality and data rules
- knowledge of psychotherapy as a research-based practice.

Year 4: Clinical Work, focus on Psychotherapy as Research Based Practice and Finishing Training as Jungian Psychotherapist

In the final year of the psychotherapy program, Analytical Psychology is put into historical perspective and context with the history of psychotherapy and other schools of thought. Candidates gain knowledge of the interfaces between normal psychology and psychopathology in relation to narcissistic wounds, trauma, dissociation, and knowledge of more advanced Jungian concepts such as synchronicity, individuation and wisdom.



Group supervision is a major focus this year. Another major area this year is the theory of practice-based research and training in research-based practice. As a prelude to the final clinical assignment, the year starts with a group project in action research. The final assignment is a research-based clinical case.

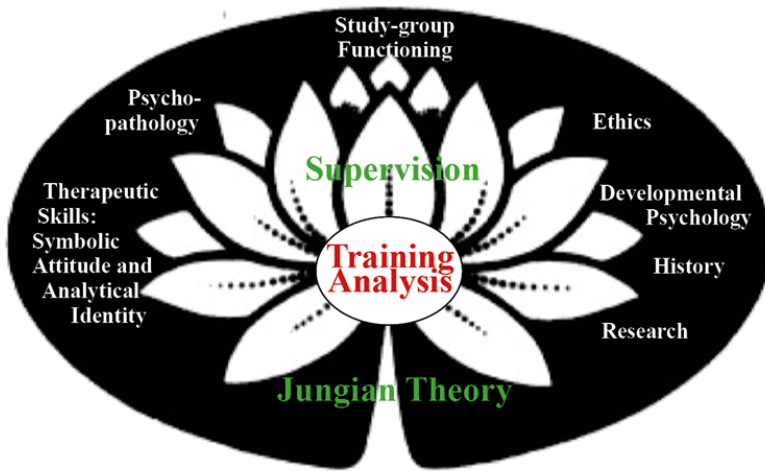
Goals

The candidate has achieved:

- knowledge of the history of psychotherapy, the theoretical directions of psychotherapy and the place of Jungian Psychotherapy in the psychotherapeutic field
- knowledge of the interfaces between different psychological and psychopathological conditions
- knowledge of research theories, directions and methods
- knowledge of first-person action research
- through the final assignment learned to apply and demonstrate knowledge skills and competencies corresponding to the requirements of the level 7 competence profile
- knowledge of psychological aspects of more advanced Jungian theory and concepts.

Overview over The Topics in the Training.

The following figure illustrates the training as a symbolic metaphor, where training analysis constitutes the ovary of the water lily flower, the core of the training, around which the other topics are positioned.



The Training as a Symbol, our Logo – A Water Lily



The table below shows the content of the training presented in headings and how it is distributed over the four years of training:

Topics in the training	Year 1	Year 2	Year 3	Year 4
1. Training Analysis*	→	→	→	→
2. Theoretical concepts and methodology in Analytical Psychology (incl. the history and development of psychotherapies)	→	→	→	→
3. Development of therapeutic skills: Symbolic attitude and analytical identity	→	→	→	→
4. Developmental psychology**			→	→
5. Ethics & law in psychotherapy**		→	→	→
6. Psychopathology – (including internship)		→	→	→
7. Supervision - individual and in group		→	→	→
8. Study-group functioning		→	→	→
9. Research in psychotherapy		→	→	→

*Is mandatory throughout the entire training but not a part of the training program.

** In the following descriptions the topic will be described as a part of theoretical concepts and methodology in Analytical Psychology.

The Topics of the Training

The following sections describe the content of the main areas of the program. The order of the topics does not reflect a ranking. The topics *Theoretical concepts and methodology in Analytical Psychology* and the *development of therapeutic skills: Symbolic attitudes and analytic identity* are closely related and inter-dependent. The following descriptions of the program's themes are therefore a construction. The placement of a concept under one of the groups is based on an assessment of whether the teaching in the individual year emphasizes theory or training in therapeutic and symbolic skills or another topic. A theme or topic may therefore appear more than once in different areas.



All teaching activities are described in detail year by year in the four appendices to this Study Handbook.

Training Analysis

Is at the core of the development to become a Jungian Psychotherapist/-analyst. In our logo it is presented as the stem of the water lily which is going deep into the bottom of the lake as a symbol of the encounter with the unconscious.

The candidate learns in practice how a long process of therapy and working with the unconscious transforms both oneself and the relationship with other people. The analysis provides insight into the candidate's own complexes and life experiences and how this influences the work with clients. Through the analysis, the candidate becomes aware of and develops their unique personal identity and way of working therapeutically and trains self-reflection and skills in therapeutic work.

A training analysis goes beyond the candidate's personal issues, as it is also a master apprenticeship, not least so that the candidate as a beginner therapist typically adopts the therapist's way of working, but hopefully over time they find their own way. The analysis is a kind of parallel track to teaching, as therapy is a protected and confidential space. The analyst is not allowed to interfere in evaluations of the candidate. The requirement is that the candidate is in therapy throughout the program with a total of at least 200 analytic sessions (a session may vary in length from 45 -60 min according to the individual analyst). See also p. 57.



The Training Analysis will provide the Candidate with the following

knowledge, the candidate:

- gets a profound and reflected knowledge and understanding of own psychological and relational patterns
- has knowledge and can reflect on own personal resources, limitations, and development potentials
- gets a profound and reflected knowledge and understanding of the Jungian therapeutic process and methods in long-term psychotherapy in the role of the client
- gets insight and can reflect on the role as a Jungian Psychotherapist

skills, the candidate:

- develops the ability for self-reflection, self-awareness, and self-insight
- develops the ability to be mindful of and flexible within own psychological patterns and self-organizing
- trains the ability to accommodate, endure and work with challenging issues over time

competencies, the candidate:

- can manage situations by using his or her knowledge and awareness of their own psyche and reaction patterns when dealing with the relationships around them
- can start creating and developing identity and function as a Jungian Psychotherapist in private practice.

Theory

Concepts and Methodology in Analytical Psychology

Analytical Psychology concerns the study of the broad scope of the human psyche including its historical dimension, rather than it is narrowly focused on psychological pathology. In the program there is extensive teaching of the theories of C.G. Jung, the post-Jungians, and kindred schools in Psychoanalysis with an emphasis on how these are related to practical clinical work with a scientific basis in phenomenology and



hermeneutics, as both contribute to the understanding of the unconscious, symbolism and the therapeutic process.

The phenomenological method means that the analyst approaches the client's experiences as psychic reality without preconceived assumptions. The emphasis is on describing the phenomena of the psyche as they appear, for example, in dreams, fantasies and symbols, rather than explaining them causally. The hermeneutic approach focuses on interpreting and understanding the symbolic content of the unconscious in a larger psychological, cultural and spiritual context.

Phenomenology provides an open and neutral approach, while hermeneutics allows for interpretation and meaning making.

Critical thinking and discussions between teachers and candidates are encouraged.

Ethics and Law in Psychotherapy

Awareness of ethics and ethical challenges is an integral part of the whole program from a variety of different perspectives. From time to time, ethical issues will arise between candidates or in relation to trainers. The candidates' therapy with training clients very often gives rise to ethical considerations that the candidate discusses with his/her supervisor. It is therefore necessary to deal with these matters along the way, either at the initiative of the candidates or the teachers.

Candidates are trained in current ethical codes of conduct as a student and later as a psychotherapist, as well as legislation on the handling of client information.

Developmental Psychology

Having knowledge of the client's childhood and early experiences is fundamental for the understanding of the client's relationship patterns and mental health and therefore useful in the therapy. The candidates will have knowledge of and understand up-to-date research on infant development and caregiver-infant interaction and the implications for personality development and mental health (modern developmental psychology).



Content and Assessment Year 1

As described in the section Learning Outcomes Year 1, p.6, focus is on providing the candidate with a basic understanding of the fundamental concepts of Analytical Psychology and an understanding of the structure and dynamics of the psyche.

The themes are:

- introduction to Jung in context
- introduction to the structure of the psyche
 - ego and consciousness
 - typology
 - the Shadow
 - persona
 - archetypes
 - complexes
 - Animus and Anima / Gender
 - individuation and the self
- the Black Self
- trauma – The Basic Fault (object relations psychoanalysis)
- the stages of life.

Assessment of learning outcomes

At the end of the year the candidate writes an essay demonstrating the ability to use the Jungian concepts. See p. 65.

See Appendix Year-1 for detailed descriptions of the teaching activities.

Content and Assessment Year 2

In year 2, see p. 7, the work is on a deeper theoretical understanding, application, and reflection of Analytical Psychology's theory and methodology continues.

The themes are:

- the Self, elaboration with clinical examples
- dreams, theory and methods (includes practice)



- complexes – the clinical aspect
- archetypes – the concept and the main discussion
- psychic Energy in Jung's specific understanding
- addiction and co-addiction, a Jungian understanding
- the four stages of therapy in Jungian theory
- active Imagination, a method to contact with the unconscious (includes practice)
- basic concepts in Jungian theory – overview – preparation for oral exam.

Assessment of learning outcomes

The candidate chooses a topic from the first two years and writes a synopsis as a basis for an oral examination. The candidate has to demonstrate basic knowledge and its application in context. See p. 65. See Appendix Year-2 for detailed descriptions of the teaching activities.

Content and Assessment Year 3

In the 3rd year, students independently apply theoretical understanding of Analytical Psychology in group supervision, and when exploring and reflecting theoretical, methodological, ethical, and relational issues through clinical cases from the candidates' practical work.

New topics are symbolic interpretation of fairy tales, sandplay and developmental psychology, early childhood development.

The themes are:

- oral exam in the syllabus – theoretical presentations
- fairy tales' theory and interpretation of Fairy tales (includes practice)
- anxiety in a Jungian perspective
- developmental psychology:
 - object relation theories
 - attachment theory
 - modern infant research.



Assessment of learning outcomes

In the 3rd year the candidate writes an essay on a fairy tale interpretation in the middle of the year, externally examined and graded. See p. 65.
See Appendix Year-3 for detailed descriptions of the teaching activities.

Content and Assessment Year 4

The final year of the program is a study of the more advanced concepts of Analytical Psychology. Other topics relevant to the candidate's practice as an independent psychotherapist include keeping up to date in the field of psychotherapy, and the ethical codes and legislation with which the candidate must comply. The candidate is prepared for the final assignment.

The Jungian themes are:

- sex and couple (a Jungian and emotion-focus based understanding)
- Jung's experiment with Word association leading to the complex theory
- Jung's concept of Synchronicity exemplified by I Ching
- individuation and the development of wisdom
- psychological interpretation of mythology
- the history and development of psychotherapies
- core competencies of the Jungian Psychotherapist.

Other themes:

- ethics in psychotherapy – ethic codes, law, and General Data protection Rules (GDPR)
- how to keep up to date with psychotherapy research
- trauma and dissociation, pathological narcissism
- mini action research project
- preparation for the 4th-year assignment.

Assessment of learning outcomes

In the first half of the year the candidates design and carry out a mini action research project developing the candidates' understanding and



knowledge of how to work with action research in a psychotherapeutic context. Internal and externally assessed. See p. 65.

At the end of the 4.th year and beginning of the 5th year the final assignment proves the candidate's understanding and reflection of the theoretical as well as scientific and clinical parts of the training. The assignment is externally examined and graded.

See Appendix Year-4 for detailed descriptions of the teaching activities.

The Theory will provide the candidate with the following knowledge; the candidate:

- has knowledge of the starting point of Analytical Psychology in phenomenology and hermeneutics as it is applied as an empirical method of research
- has theoretical knowledge of and can describe Analytical Psychology's understanding of the psyche, its components, function and behaviour in the individual and in interaction with the environment
- has theoretical knowledge of and can describe the process and stages of individuation
- has theoretical knowledge and insight into symbolic understanding as a Jungian approach to therapy and the stages of Jungian Psychotherapy
- has theoretical knowledge and can explain methods and symbolic work with the unconscious: dream interpretation, social dreaming, active imagination, mandala and sand play
- has theoretical knowledge of and can apply models for symbolic interpretation of fairy tales
- has a knowledge of the psychological understanding of more advanced concepts of Analytical Psychology such as psychic energy, and synchronicity
- has knowledge of the Jungian understanding of gender, sex and couple, addiction and co-addiction, trauma, dissociation and pathological narcissism
- has knowledge of and understand the importance of early attachment experiences and their later impact on relationship patterns and mental health (attachment theory)



- has knowledge of and understand up-to-date research on infant development and caregiver-infant interaction and the implications for personality development and mental health (modern developmental psychology)
- has knowledge of research theories and can reflect on contemporary research-based theories of psychotherapy in general, thus keeping up to date professionally
- is familiar with the history of psychotherapy, in particular with the place of Scandinavian and Jungian Psychotherapy in the psychodynamic field of psychotherapy
- has knowledge of the ethical aspects of psychotherapy and the codes of ethics of the Danish Psychotherapy Association, the Jung Institute, the International Association for Analytical Psychology
- has knowledge of how to handle client information in accordance with European GDPR-rules and the Danish Data Protection Agency
- has knowledge of and is able to explain the core competencies of the Jungian Psychotherapist.

skills, the candidate:

- can apply the theory and concepts of Jungian Psychotherapy in their therapeutic work with clients
- can use Jungian theory to describe a client's psychological issues and choose the most appropriate approach to therapy on basis of this description
- can use symbolic approaches and select appropriate symbolic methods in therapy such as interpretation of the client's dreams and fantasies, interpretation of films, artwork, fairy tales, active imagination, client drawings and mandala
- can identify the stages of a therapeutic process and support it through choice of client approach and methods
- can assess the client's development of individuation and how to address it in therapy
- can apply knowledge of early attachment and developmental psychology as a background to the client's development
- identify and handle ethical issues in psychotherapy



- is capable of describing and of documenting how requirements for proper data management in psychotherapeutic practice are met.

competencies, the candidate:

- is able to relate to the client without fixed routines and with professionalism and symbolic attitude exploring the psychological disorders together with the client
- can assess and adapt the methods of Analytical Psychology in therapy with clients
- handle complex issues with clients under supervision based on theoretical and practical knowledge and experience with training clients
- has the theoretical and practical background and skills to continue their professional development independently and with continuing supervision.

Therapeutic skills

Symbolic attitude - Analytic identity

The Symbolic attitude understands a given phenomenon as symbolic. In Jungian thinking a symbol is different from a sign, which refers to a known thing (like P for parking place). This is trained from the beginning and in all the years by interpretation of dreams, fairy tales, films, sandplay, symbolic objects etc. The essay after the 1st year and the exam in an essay on fairy tales testify the candidate's understanding. While this (together with the theory) serves as a foundation, analytical identity normally begins to form when the candidate begins to work with clients.

Training in working with symbolic material is a prerequisite for becoming competent Jungian Psychotherapists. It requires a special mindset to think and work symbolically. It is also a learning process in which the candidate is presented with diverse symbolic material such as dreams and fantasies but is also trained to see the symbolic dimension in other communication, including artistic products.



The formation of the symbolic attitude and analytical identity is an approach to therapy that contrasts with the instrumental and method-orientated approach to psychotherapy. So "therapeutic skills" has a different ring. It is about being able to appreciate the subjective-intersubjective, creating a "therapeutic space", a flexibility in the way of participating in the therapeutic relationship, the ability to observe and conceptualize, and the ability to intervene especially through multi-level interpretation.

” The analytic attitude places the encounter with the unconscious and the unknown at the core of the analytic process, over and above other concerns or considerations. It is reflected in the way the analyst listens, behaves, thinks, feels, and engages during the analytic process. The analytical attitude essentially comprises an ethical attitude adopted towards the analytic process itself.” (Winborn (2019), p. 65): *Interpretation in Jungian Analysis: Art and Technique*)

Content All Years

In all seminars of the program, symbolic understanding is developed and practiced through the following activities:

- experiential: Social dreaming (dream-matrix)
- experiential: Interpretations of films.

Content Year 1

Themes: Developing symbolic understanding

- experiential: Introduction to fairy tales
- experiential: Mandala painting
- experiential: Active imagination
- experiential: Symbols and dreams
- experiential: Symbolic work on different topics at each seminar in the 1st year.

Content Year 2

Themes: Developing symbolic attitude and analytical identity (therapeutic skills)

- experiential: Beginning practice (roleplay)



- experiential: A symbolic meeting. The candidates meet older candidates and are initiated into a tradition which they will pass on, when the next group begins.

Content Year 3

Themes: Supplementary methods in clinical practice

- theoretical and experiential: Interpretation of fairy tales with clinical aspects
- theoretical and experiential: Sandplay – a supplement in clinical practice.

Content Year 4

Themes: Supplementary methods in clinical practice and development as psychotherapist

- theoretical and experiential: Developing thinking and research skills in own practice
- theoretical and experiential: Symbolic understanding of the body in clinical work
- experiential: Arranging the meeting with the next group of candidates in training in a symbolic fashion.

Assessment of learning outcomes

Assessment of the candidate's symbolic understanding and ability is demonstrated and evaluated in a number of ways (the symbolic attitude):

- in the essay after the 1st year, the candidate must demonstrate symbolic understanding by drawing on either clinical or personal experience. The same applies to the oral examination in basic concepts after the 2nd year and in the interpretation of fairy tales in the 3rd year
- in group supervision, the candidate presents clinical examples where symbolic understanding is central and is discussed in class
- in the annual personal evaluation, the candidate evaluates his/her symbolic understanding. This is also included in the annual report worked out with the candidate's supervisor. This material is part of the annual evaluation of the candidate.



Assessment of the candidate's therapeutic skills and analytical identity are also demonstrated and evaluated in these ways:

- in the candidate's presentation of client cases in group supervision, individual supervision of own clients and finally the final assignment involving a long-term supervised client process
- in the annual personal evaluation report prepared by the candidate's supervisor. This material is part of the annual evaluation of the candidate.

The content, knowledge, skills and competences for each theme are described in more detail in the Appendix Year 2-4.

Training in Therapeutic Skills: Symbolic Attitude and Analytic Identity will provide the Candidate with the following knowledge, the candidate:

- has theoretical and experiential knowledge of how working with symbolic material helps to connect with the unconscious and unknown
- has theoretical and experiential knowledge of symbols and symbolic attitude
- has theoretical and experiential knowledge of how to work with symbolic material in therapy
- has knowledge and experiential knowledge of the therapeutic space and the therapeutic relationship
- has theoretical and experiential knowledge of the analytical attitude as the ethical and expressive manner in which the therapist meets the client.

skills, the candidate:

- has developed ability to understand a given phenomenon as symbolic
- has developed mindset to observe, think and work symbolically
- has developed ability to identify and see symbolic dimension in communication
- can think and work symbolically with dreams, films, fantasies, fairy tales, sandplay, and other artistic material



- can understand, interpret and explore symbolic material from a variety of perspectives
- has developed analytical identity.

competencies, the candidate:

- can together with the client symbolically explore the client's experience of his or her mental problems and life experiences
- Jungian Psychotherapist.

Supervision – Individual and in Groups

Individual supervision

Begins when the candidate has passed the oral examination after the 2nd year and has begun working with clients and continues in the whole program.

Through supervision, the candidate's awareness is increased by bringing together the candidate's life experience, theoretical knowledge, instinct, empathy, intuition and authenticity so that it can be applied in the encounter with their own and the client's unconscious processes and thus form the basis for investigation in the therapeutic space

It gives the candidate a space to develop his/her therapeutic skills with individual clients over time in relation with experienced supervisor(s).

As with training analysis, individual supervision is also a master apprenticeship where the candidate learns from their supervisor.

Group supervision

Begins in year two with role play with fictional clients and continue with real clients from the 3rd year.

Group supervision is defined as an on-going regular group process where candidates are required to take turns to present case material for discussion, conducted by an experienced supervisor. Candidates bring their own cases and define the focus of supervision. A clinical theme may be planned and determine the theoretical and clinical focus.



The group supervision process will be explored theoretically and through joint reflection and investigation. The candidates gain broader experience based on the interconnection between the theoretical and clinical reflections and the presented cases. Supervision also makes sense even if the candidate doesn't have clients yet and contribute to the candidate's learning process.

Supervision is a two-way training.

The candidate not only learns from an experienced supervisor but is also learning to present her/his case, i.e., thinking about what was important in their sessions. In group supervision, the candidate also gets important input from the group, but she/he also contributes to the collective experience.

To this must be added the more informal supervision in the group taking place in the teaching of clinical subjects as well as in the psychopathological teaching, where clinical cases are presented, discussed and reflected upon by the group.

Content Year 2-4

Group supervision is included in all training program topics.

Group supervision can be a follow-up or a supplement to a specific topic or can precede theoretical training. Each teacher chooses the form and method that suits their group supervision. The methods can be role-playing, presentation of client cases, etc.

The following training topics involve group supervision:

- beginning practice
- model for group supervision
- the analytic attitude
- the therapeutic relationship
- psychopathology
- developmental psychology
- experiential sandplay
- body in therapy
- interpretation of fairy tales



- ethics.

Assessment of learning outcomes

During individual supervision, the supervisor monitors the candidate's clinical work and development, as well as their ability to engage in supervision. After the 3rd and 4th year of the training, the candidate describes and evaluates their ability to use supervision in cooperation with their supervisor. This is followed by Jung Institute's annual assessment of all the candidates.

See Appendix Year-2-4 for detailed descriptions of the teaching activities.

The Training of Individual and Group Supervision will provide the Candidate with the following

knowledge, the candidate:

- has theoretical knowledge of supervision and being supervised
- has practical knowledge in preparing, presenting and discussing self-selected topics from their work with clients
- knows practical tools to communicate

skills, the candidate:

- can receive and use input from a supervisor in his/her development
- can apply their knowledge of communication in the training
- has basic clinical skills and an emerging professional identity
- can select topics for supervision and formulate supervisory questions
- can reflect and ask probing questions for feedback from supervisor or other candidates.

competencies, the candidate:

- can prepare and present analyses of supervisory cases to show theoretical understanding and practical application.



Study-group Functioning

The candidates as a team form a supportive and learning community, where candidates establish and draw on these relationships in their training of becoming a Jungian Psychotherapist and in their own individuation. It is not a therapy group but a work-group (Bion). By including the training group's collective knowledge and reflections during the program, these are continuously included as a both individual and collective learning process that is reflected and illuminated on a relevant theoretical and methodological background. The Study Group Functional Training is a process course and runs five full days over the three years.

Content Year 2-4

The themes are:

- the meaning and importance of the study group as a mutual field of education and individuation
- theory behind group-processes
- developmental stages of the group-processes
- group processes in Jungian Psychotherapeutic training
- the sense of both being an individual and a part of the group-processes
- group and individual individuation in a study-group.

**Training in Study Group Functioning
will provide the Candidate with the following**

knowledge, the candidate:

- has theoretical and methodological knowledge of group-processes and the developmental stages of the group-processes
- has theoretical and practical knowledge of the study-group as a supportive learning community
- has theoretical and practical knowledge of reflective processes in a study-group
- has knowledge of the individual's development and individuation in group-processes



skills, the candidate:

- can assess when supervision is an appropriate method
- can observe, contribute to and reflect group processes.

competencies, the candidate:

- can apply their knowledge and skills in challenging group situations where there is a need for understanding the group process and the individual role of the candidate
- furthermore, they can use them on their own process of personal development
- can apply the knowledge and skills in their therapeutic work with their clients and colleges.

Assessment of learning outcomes

The candidate's development and learning in the subject study-group function is assessed on an ongoing basis by the teachers, The Training Committee and at the annual evaluation of all candidates.

See Appendix Year-2-4 for detailed descriptions of the teaching activities.

Research in Psychotherapy

As a mandatory part of the training program, the candidate must participate in training in research methods in psychotherapy. The research modules are designed with a focus on research and research methods in psychotherapeutic practice and was developed by the DPFO Research Academy based on the MPF https://cg-jung.dk/wp-content/uploads/DPFO-Kompetenceramme_UK_K2.pdf. The modules facilitate dialogue between theory and the participants' psychotherapeutic practice.

Teaching takes place from the 2nd till the 4th year. A certificate of attendance will be given at the end. No more than 20% absence is allowed. This documentation must be submitted to the TC before the 4th-year assignment.

Modules involve dialogue between theory and participants' psychotherapeutic practice.



The training takes place online and in larger classes made up of students from all programs that are members of the Danish Association of Psychotherapists. The candidate will meet students from other programs and exchange experiences. The training will lead to the final assignment in the program. The modules are 50 hours in total, divided into 5 modules of 10 hours each, with 2 hours of teaching each. The modules cover the theory of science, simple documentation, and research methods for research, primarily in the candidate's own practice.

More information about the research modules can be found on the website of the Danish Psychotherapist.

Introduction to Research Principles and Perspectives

The aim of this module is to introduce students to theoretical perspectives in philosophy of science and relate these to the notion of practitioner-lead research in psychotherapy. The module presents different perspectives on research and some of the philosophical and epistemological assumptions behind these perspectives. Students also consider some of the challenges associated with doing research, such as issues of evidence, reliability, validity, etc. The aim of this module is to enable students to understand the basic process of research and how theory informs research.

Indicative content:

- the role of theory and the importance of philosophical frameworks in research
- the strengths and weaknesses of different research paradigms, including qualitative and quantitative methods
- basic methodological concepts in research, such as validity, reliability, transparency and testability
- challenges and benefits of doing research in the context of psychotherapeutic practice, including ethical considerations.

Action Research and Research Methods in Practice

The aim of this module is to give students a basic understanding of the broad framework of action research within the context of psychotherapy.



Students are introduced to the historical tradition of action research and its basic methodological approach. They explore the possibility of doing research as an ongoing evolving process, both in the context of collaborative research with others and as a solo activity. They also explore action research in the context of psychotherapy, including ethical considerations.

Indicative content:

- overview of the historical development of action research
- critical examination of different methodological approaches in action research
- introduction to methods in action research, such as test actions, interviews, focus group interviews, document analysis
- challenges and opportunities of using action researchers in the context of psychotherapy, including ethical considerations.

Phenomenology and First-Person Methods

The aim of this module is to introduce students to the theory and practice of phenomenological and first-person research methods in the context of psychotherapy. Students explore phenomenology as a perspective and where it sits within the scientific tradition. They also explore specific core concepts such as intentionality, the natural attitude and bracketing. Students also learn about phenomenology as an applied practice, and they explore examples of phenomenological research in psychotherapy.

Indicative content:

- overview of phenomenology as a historical movement and as a philosophical stance
- exploration of core concepts such as intentionality and bracketing
- introduction to phenomenological research methods drawing on case studies involving psychotherapy
- challenges and strengths of phenomenology in the context of psychotherapy research, including ethical considerations.



Introduction to Mixed Methods and Quantitative Research

The aim of this module is to introduce students to the field of mixed methods research in psychotherapy. Students learn about the mixed methods perspective in social science research more broadly and some of the key debates and issues in the field that shape research practice, including ethics.

Indicative content:

- introduction to the quantitative research paradigm and procedures to ensure validity and reliability
- introduction to the mixed methods approach in research
- different approaches to integrating qualitative and quantitative research in the context of psychotherapy
- challenges and benefits of taking a mixed methods approach, including ethical considerations.

Researching Own Practice

The aim of this module is to give students the knowledge and skills to integrate research into their own practice as psychotherapists and lifelong learners. At the centre of the module is a practice-oriented engagement with what has been learned in the previous modules. Using case studies, mentoring in small groups and their own experience, students explore how to take a research-based approach to their own practice. This is explored primarily through the context of designing and executing their final year project.

Indicative content:

- case studies of researching own practice
- peer feedback and discussion in mentoring groups
- support with designing the rationale and strategy for the final year project
- understanding the challenges and benefits of researching own practice, including ethical considerations.



Assessment of learning outcomes

After the completion of the research modules the candidate will receive a certificate provided there has been an 80% attendance. The certificate is a prerequisite for completing the 4.th year assignment and must be submitted to the TC.

Psychopathology: The Interface Between Psychiatry and Analytical Psychology

The teaching provides the candidate with knowledge of the major psychiatric diagnoses and how to evaluate a client's functions and symptoms and runs from the 2nd till the 4th year.

The program consists of theoretical presentations and group supervision. Candidates work with either fictional or their own client cases.

The candidate will be able to explore and assess whether a client is suitable for Jungian Psychotherapy or should be referred to other forms of treatment or therapy in collaboration with psychiatry and the health system. The training also aims at making the candidate able to have clients with psychiatric disorders in Jungian therapy.

The candidate gains practical experience in the field of psychiatry through clinical psychiatric experience equivalent first-hand experience to an internship of the duration of once or twice a week for 2 – 3 months or every working day for 3 weeks.

It is the responsibility of the candidate to arrange the internship.

Content Year 2

The candidate has not started having clients in therapy. The training aims at giving the candidates fundamental insight in some of the major psychiatric diagnosis and methods to psychiatric assessment.

The themes are:

- the relevance of psychiatry in Jungian Psychotherapy
- introduction and exercise in Global Assessment of Function (GAF)
- GAF-scoring



- the development of the classification system and the implications of it
- reactions to Stressful Experiences, Trauma, PTSD and Complex PTSD
- anxiety Disorders
- obsessive Compulsive Disorders.

Content Year 3

The candidate starts having clients in therapy so the teaching will more and more involve the candidates' own experiences and challenges.

The topics and themes are:

- developing the use of the GAF-scale
- depression
- the suicidal ideation and how to deal with it
- ADHD
- schizophrenia
- bipolar Affective Disorder
- autism Spectrum disorders.

Content Year 4

- personality and personality disorders
- eating disorders (sleep- and sexual disorders)

The content, knowledge, skills and competences for each theme are described in more detail in the Appendices Year 1- 4.



**The Training in Psychopathology
will provide the Candidate with the following**

knowledge, the candidate has:

- the major psychiatric diagnosis: Psychopathology, aetiology and psychodynamic understanding, including Jungian understanding
- the possible options for treatment, the options for psychodynamic perspective and other perspectives. When psychodynamic (Jungian) psychotherapy is indicated or not indicated alone
- the technical language of psychiatry
- the development and hierarchy of the psychiatric classification system
- assessment of a clients functioning and symptoms (Global Assessment of Functioning and symptoms – GAF-Scale)
- choice of an approach to a client in dealing with specific and complex psychological and psychopathological challenges, and other life circumstances.
-

skills, the candidate can:

- recognize signs of psychiatric disorders in clients
- use the GAF scale to evaluate a client's functioning and symptoms
- give a fairly accurate evaluation of a client with respect to symptoms and functions.
- do the most basic distinction of what to treat first, and a first movement into the oppositional field of psychotherapy and psychiatric classification
- differentiate between the main psychiatric categories and consider when a patient should be referred to a doctor, psychiatrist or other agencies
- differentiate when the client's disorders should be treated with psychodynamic psychotherapy alone and when treatment should be combined with medication.
- know how to contact other parts of the healthcare system, know what language to use and know what to look for when psychosis is suspected



- to be able to ask questions about suicidal thoughts that involve oneself as a (professional) person, to begin to use a scale to assess actual risk, and to have the courage to approach the client's unconscious fantasies about suicide.

competencies, the candidate:

- can recognize when signs of mental disorders are present
- can decide, after assessment, whether a particular patient should undergo Jungian Psychotherapy
- can apply the knowledge of psychiatric symptoms and disorders and in the psychotherapeutic work with clients
- can consider which areas of a client's psychological problems to address first
- evaluate, if more help is needed in terms of the therapist's consideration to get supervision on a particular client, to refer or co-work with a GP or a psychiatrist.

Assessment of learning outcomes

Psychopathology does not include tests and written assignments. Teaching is organized with a high degree of systematically planned student involvement through presentations of theory, exploration of theoretical understanding in plenary, and review of own or fictional client cases in group supervision. The efforts and progress of the candidate are followed up at the staff meetings of the Jung Institute. The institution for internship is beforehand approved by the Training Committee and afterwards the candidate documents the duration, etc.

DPFO Certificate

The Training Programs at the Jung Institute are approved by the Danish Psychotherapist Association, allowing Jungian Psychotherapists to obtain the designation Psychotherapist (MPF, Medlem af Psykoterapeutforeningen). DPFO collaborates with Crossfields Europe who certifies the training. Renewal of the approval is required every four years.



DPFO aims, in the coming years, to align Psychotherapist Training Programs with master's level qualifications. The level assessment is conducted by the Danish Accreditation Institution, which evaluates private Training Programs. The Jung Institute expects to seek level assessment at the next approval in 2026.

Learn more about the master's level, level 7, in the Qualifications Framework for Lifelong Learning on the website Ministry of Higher Education level 7 (https://ufm.dk/en/education/recognition-and-transparency/transparency-tools/qualifications-frameworks/levels/?set_language=en) and about level assessment on the Danish Accreditation Institution (<https://akkr.dk/ovrige-vurderinger/niveauvurdering-af-private-uddannelser-m-fl/>).

Campus

Most seminars take place at Hvidehus, Valbygårdsvej 64a, 2500 Valby. Those are external seminars and candidates provide their own lunch. Coffee/tea can be made. There is Wi-Fi and a projector.

The basic course and two annual seminars are boarding at Munkerupgård, Jørgenshvilevej 10, 3250 Gilleleje, a modern course center with everything you need.

One day in May and two days in October, we hold a 1- and 2-day conference (with several participants) at Kulturhuset - Indre By, Charlotte Amundsens Pl. 3, 1359 Copenhagen. We provide sandwiches, coffee etc. There is Wi-Fi.

Occasionally, the teaching will take place online via Zoom.

The Title of the Graduates

The training qualifies for the title Jungian Psychotherapist and Psychotherapist MPF (Jungiansk psykoterapeut og psykoterapeut MPF) upon admission to the Danish Psychotherapist Association. The program is not degree-granting and therefore not an accredited Master's or graduate program.



Rules Regarding Merit Transfer

Candidates who have already completed a Jungian course equivalent to the foundation course in another country may receive merit for the foundation course and so begin directly in the 2nd year.

Merit may be given for one or more of the research modules upon submission of an application to the TC with the necessary and detailed documentation.

It is the responsibility of the candidate to acquire clinical psychiatric experience equivalent to an internship of the duration of once or twice a week for 2 – 3 months or every working day for 3 weeks. Merit may be given after a written application to candidates who already have clinical psychiatric experience.

Exemptions and Leave of Absence

The candidate at the Jungian Psychotherapeutic training may prolong his/her training up to two years longer than the nominated four years.

In very special cases the candidate may apply for further prolongation. The Training Committee will in every single case decide whether a dispensation may be given based on the presented motivation. The reasons for prolongation after 2 years must be specified in the application. Only weighty arguments will be accepted (e.g., illness, severe financial problems).

A candidate at the Jungian Psychotherapeutic training may apply for a longer leave of absence after the 1st or 4th year. If a candidate applies for leave of absence after the 4th year, it is mandatory that the 4th-year assignment has been submitted per February 1st in the year of return. This implies that the candidate can only return to the training when the next group is on the same stage as the candidate when he/she took the leave. This means that the leave will have a duration of two years. These years do not count as study time, but it is mandatory that the candidate continues their therapy and if they have clients continue supervision. They also have to submit the yearly report and pay, DKK. 2000,00 per year. (Not in a break after the 1st year)



Admission, Completion, and Graduation

Requirements for the 1-Year Foundation Course

The applicant must have a relevant basic education as well as at least 2 years of work in the field.

Applicants who subsequently want to be admitted to the 4-year training in Jungian Psychotherapy must meet the academic and professional requirements as described below.

In order to apply, the applicant must submit the following information:

- previous education
- a certain knowledge about psychologic and therapeutic theories and principles
- personal analysis (not mandatory)
- motivation for attending the course.

The applicant is asked to fill out the application form on the website <https://cg-jung.dk/cg-jung-institut-kbh/kursus/> or to contact the Institute on institut@cg-jung.dk.



Requirements for the 4-Year Psychotherapeutic Training

The applicant must have:

- an academic degree in a relevant discipline (such as psychology, medicine, theology, sociology, anthropology, pedagogy, science of religion)
In special cases and after careful consideration, dispensation may be given to individuals with an equivalent level of education or to individuals with a relevant medium length education plus a relevant post-graduate training
- 3 years of professional experience with an emphasis on work that is related to human interaction (such as clinical practice, counselling, or teaching)
- a minimum of 50 sessions of personal analysis with an IAAP recognized Jungian Analyst. The number of sessions must be obtained by the start of the training. However, by the time of the application at least 30 sessions of personal analysis must be completed
- the applicant must have completed the 1-Year Foundation Course offered by the C.G. Jung Institute, Copenhagen.

In order to apply, the following must be submitted:

- a written application with a short autobiography and a description of the personal motivation for applying. (2 – 5 pages)
- the approved essay from the 1-Year Foundation Course.
- Curriculum Vitae
- documentation of the number of sessions of personal analysis written by the Analyst.

Deadline for Applications

Deadline for application to the training as Jungian Psychotherapist is September 1st the year before the training starts and will be published here <https://cg-jung.dk/>.



Admission Procedure

Admission Procedure for the 1-Year Foundation Course

Once the application is approved by the Training Committee the applicant must have an interview with two members of the Training Committee. In special cases the applicant may be asked for an extra interview.

Admission Procedure for the 4-Year Psychotherapeutic Training

Like for the Foundation Course the applicant must, once the application is approved by the Training Committee, have an interview with two members of the Training Committee. In special cases the applicant may be asked for an extra interview.

The purpose is to assess whether the applicant has some knowledge and qualitative understanding of the principles of psychotherapy and whether the applicant will be suited for the work as a Jungian Psychotherapist. The committee members pass on their recommendation of the applicant to the entire Training Committee, which then decides on whether the applicant is to be admitted. This decision is final.

Application Fees

There is no application fee for the Foundation Course, but for the subsequent training the fees are: Administrative fee (currently DKK 2.000) Fee for the interview (currently DKK 2.000).

If an application is turned down the applicant will be offered a free session with one of the members of the Training Committee.

Fees and Other Economic Issues in Relation to the Training

The foundation Course:

- Course fee currently is DKK 38.000 covers participation in the course, accommodation with single room during residential periods, and lunch during non-residential periods.
- The course fee is paid as follows:
Deposit: DKK currently 6,000. Remaining amount: 2 instalments of DKK 16.000 DKK each, payable in January before the course starts and in August of that year when the course is held.



- Additional expenses beyond the course fee: Literature costs.

In case of cancellation:

- If the registration is cancelled 2 months before the course starts, DKK 5,000 of the deposit will be refunded.
- For cancellations later than this, the deposit will not be refunded.
- For cancellations later than 14 days before the course starts, 50% of the course fee must be paid.
- For cancellations later than 48 hours before the course start, 100% of the course fee must be paid.
- If the foundation course is cancelled before the start by the C.G. Jung Institute, the deposit will be fully refunded.

The Four-Year Training:

- The completion of the training includes three seminars in year 5. When the candidate after the Foundation Course continues in the 4-year training the fee for the next 3 1/4 years is DKK 133.500. The candidate thus commits to paying the full amount over the next 3 1/4 years as stated below.
- The fee for year 2, 3 and 4 is paid as follows: 2 annual instalments of 19.750 DKK each, payable in January before the course starts and in August of each of the three years. For the three concluding seminars after year 4, the fee is DKK 15.000.
- The fee covers tuition, administrative costs, participation in the training, and accommodation with single room during residential periods. A significant part of the fees includes the cost of coaching and examining of the 4-year assignment. Additional expenses beyond the tuition fee include literature costs, mandatory individual supervision of the candidate's work with clients, and expenses for training analysis.
- Annual fees are paid by instalments in advance of each term. Even if the training is terminated by the trainee before time, the whole of the missing amount must still be paid.



- If a candidate has not paid the tuition fee within a month upon the receipt of a written notice, the Training Committee may notify the candidate that the relationship between the Institute and the candidate in training is considered terminated, however, the debts must still be paid.
- Other expenses: Fees for training analysis and individual supervision are paid directly to the analysts and supervisors. Prices varies.

The Candidate's Fee for Training with Clients:

- The candidate must be prepared to work with clients under supervision for a reduced fee according to the contract between the Jung Institute and the candidate.
- During any levels of the training the candidates may not use the title Jungian Analyst or Jungian Psychotherapist.
- Tuition fees can be changed with 6 months' notice.

Completion

Attendance, Participation and Absence

- Attendance at the seminar weekends is mandatory.
- If absence cannot be avoided, the candidate must send a notice to institut@cg-jung.dk
- For the Foundation Course: In case of more than 10% of absence, the number of sessions of attendance will be noted on the Training Certificate which is handed out in the end of the course.
- If the participant intends to continue to the following Training in Jungian Analysis the Training Committee may ask the participant to write a short essay of 2.000 – 4.000 words to demonstrate that the subjects missed are understood.
- For the Training from 2. year and onward: One day absence: a paper of 500 – 1.000 words on a subject given by the teacher, two days absence 1.000 – 2.000 words on the same subject. If a conference day is missed, there would be an essay of 1.000 words for that subject. This must be agreed with the teacher(s) in question.



- Absence on days with group supervision the candidate must take additional individual supervision equal to half of the group supervision hours (I.e., a missed day of 6 sessions equals 3 extra hours of individual supervision). The extra hours will be added to the required hours of individual supervision.
- For Senior Candidates, (3rd year and forward) the Training Committee may upon request agree that the missed seminar/subject can be incorporated into one of their already existing essays or case-reports.
- Absence from the research modules more than 20% must be replaced according to an agreement with DPFO and may have to be paid by the candidate.

Graduation from the Foundation Course

A graduation ceremony takes place at the last seminar in November. The participant receives a diploma.

Graduation from the 4-Year Jungian Psychotherapist Training

The candidate will receive a diploma as Jungian Psychotherapist after the oral exam and may thereafter apply for membership of DSAP and Dansk Psykoterapeutforening.

Stopping the Training

A candidate can stop the training at any time. The remaining fee for the three years must still be paid.

The Framework, Process and Extent of the Training

It is the Jung Institute's goal that the candidates through the program build knowledge, skills and competencies corresponding to level 7 in Analytical Psychology, Psychotherapy and Research and through mandatory training analysis develop insight into their own personal issues and a significant capacity for self-reflection. These elements form the foundation for the candidate's own development, individuation, and personal style as a Jungian Psychotherapist.



The Training Program is a learning process in which candidates continuously work on acquiring theoretical knowledge, testing methods, training clinical skills under individual supervision, building experience through reflection on client work in group supervision, and training research in their own practice. The training analysis and individual supervision in connection with client work is also a master apprenticeship where the candidate mirrors and learns from their analyst and personal supervisor. The candidates as a training group form a supportive and learning community where the candidates establish and draw on these relationships in their Training Program. By including the training groups' collective knowledge and reflections in group discussion, symbolic work and group supervision, participants gain access to a broader base of experience than is possible for each individual to build. The training group's processes during the program are continuously included as a learning process that is reflected and illuminated on a relevant theoretical and methodological background.

As described in the beginning the language of instruction is English. However, English is a second language for most teachers and candidates. Therefore, we use linguistic resources from multiple languages in our teaching and actively encourage both students and teachers to use their collective linguistic repertoire. This is called translanguaging. An example could be starting a sentence in English, ending it in Danish and using a Finnish word in the middle of it. Translanguaging helps avoid hierarchization of language competences - and thus of people with different competences - which we believe helps create an inclusive and flexible learning environment.

The Curricular Framework

The Jungian Psychotherapist program lasts 4 1/4 years, consisting of a 1-year foundation course and a 3 1/4-year postgraduate course.

- In the 1st year, the basic course, the program focuses on basic theory, concepts, and methodology of Analytical Psychology. To qualify for admission to the advanced program, the requirement for personal analysis in addition to passing a written assignment must be fulfilled.



- In the 2nd year, the focus turns to preparing and training students for clinical work, which begins after passing the exam in the basic concepts of Analytical Psychology at the beginning of the 3rd year. Teaching in psychopathology begins here and continues throughout the rest of the program. It is also in the 2nd year that training in research theories and research in psychotherapy begins and forms the basis of the Jungian Psychotherapist's work as a research-based practitioner.
- Year 3 focuses on clinical work and identity as a Jungian Psychotherapist. The therapist's ethical and legal responsibilities are emphasised. Theoretically, symbolic understanding and its possibilities for inclusion in therapy are explored. The requirement for candidates is an externally assessed interpretation of a fairy tale. Analytical Psychology's understanding of the psyche is infused with knowledge of developmental psychology. Training in research theories and research in psychotherapy continues.
- In the 4th and 5th year, candidates are introduced to the history and directions of psychotherapy. The interfaces between psychological and psychopathological issues, narcissistic wounds, trauma, etc. are included. Group supervision of the candidates' clinical work provides the individual candidate and the training group with a breadth of clinical experience. The link between the teaching of research theory and practice and the other teaching in the psychotherapeutic field takes place through a small action research project with a self-selected topic. Candidates work in groups, and the project is internally assessed.

The Training Program's final major assignment is based on a clinical case with research-based elucidation and is externally assessed.



Extent of the Training

The Jungian Psychotherapist training is a research and practice-oriented part-time Training Program with 1010 hours spread over 4 ¼ years. The program is compatible with full-time work, as seminars are mainly held on weekends.

In addition to the seminars, participants must spend time reading the syllabus, preparing presentations and input for seminars and group supervisions, written assignments, client work, individual supervision, and the candidate's own training analysis, approximately ten or more hours per week. Mandatory literature is announced before each semester.

cv	Year 1	Year 2	Year 3	Year 4*	Total
Theory and methodology	110	80	75	95	360
Skill training	30	30	25	35	120
Group supervision		25	37	48	105
Individual supervision			20	30	50
Training analysis	50	50	50	50	200
Research modules		10	30	10	50
Total confrontation hours	190	195	230	270	885
cv					
Clients under supervision			40	85	125
Total hours in training	190	195	270	355	1010*
* Note The completion date of the training program is in the beginning of the 5 th year.					

Syllabus

The syllabus is predominantly in English and primarily covers theory and methodology within Analytical Psychology as well as recent relevant international theory and research in the field.



Parts of the syllabus, e.g., articles, literature, etc. are provided free of charge to the candidates via download from Dropbox, which is made available by the Jung Institute. This also applies to descriptions of the content and program of the seminars. The candidate must document the literature read during the year in a petitum, each year in connection with the annual evaluation.

Candidates are expected to read the mandatory A-literature prior to each seminar and familiarize themselves with the teaching program. The literature is not necessarily reviewed but forms the background for the teaching and is thus not the entire expression of the academic level or breadth of the teaching. Candidates are expected to familiarize themselves with other relevant literature.

Through written assignments, exams, presentations and contributions in the training group, self-evaluation, supervisor's report and the Training Committee's evaluation of each candidate, the candidate must demonstrate that the syllabus has been read and can be applied in both theory and practice

Year 1 (changes may occur) Introduction to Basic Concepts and Methodology in Analytical Psychology	
<p style="text-align: center;">Seminar 1</p> <p style="text-align: center;"><i>Residential course (3 days)</i></p> <ul style="list-style-type: none"> • Welcome - (Rite de entree) • Check-in round • Lecture: Portrait of Jung in context • Theory and concepts: The Structure of the Psyche The ego Typology Fairy tales • Symbolic work – Dream-matrix, interpretation of film, other symbolic work • Check out 	<p style="text-align: center;">Seminar 2</p> <p style="text-align: center;"><i>Residential course (3 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Theory and concepts: The structure of the psyche The Shadow Persona Archetypes • Symbolic work: Dream-matrix, interpretation of film, other symbolic work • Check out



<p style="text-align: center;">Seminar 3 <i>Residential course (3 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Theory and concepts: Symbols and dreams • Symbolic work: Dream-matrix, interpretation of film, other symbolic work • Check out 	<p style="text-align: center;">Seminar 4 <i>Day course (2 days + 1 day conference)</i></p> <ul style="list-style-type: none"> • Day 1: Check-in round • Theory and concepts: The stages of life • Day 2: Conference: Topic changes. • Day 3: • Social dreaming • Theory: Complexes • Presentation of requirements for the essay • Check out
<p style="text-align: center;">Seminar 5 <i>Residential course (3 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Theory and concepts: The black Self: Psychedelics, Eros and Thanatos, Early defence The basic fault • Symbolic work: Dream-matrix, interpretation of film, other symbolic work • Check out 	<p style="text-align: center;">Seminar 6 <i>Day course (1 day + 2 days conference).</i></p> <p>Day 1:</p> <ul style="list-style-type: none"> • Check-in round • Theory and concepts: Animus and Anima / gender <p>Day 2 and 3:</p> <ul style="list-style-type: none"> • Conference: Topic changes
<p style="text-align: center;">Seminar 7 <i>Residential course (3 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Theory and concepts: Individuation and the Self • Experiential: Active imagination • Experiential: Working with Mandala painting • Presentation of essays • Gala- dinner 	



Year 2* (changes may occur) Preparing for Clinical Work, Deepening Knowledge, and Methodology in Analytical Psychology. Introduction to Research	
<p style="text-align: center;">Seminar 1</p> <p><i>2 ½ day: (Friday night and the week-end)</i></p> <ul style="list-style-type: none"> • Candidates meet the staff • Check-in round • Candidates meet the older candidates • Group-work with Jungian text • Symbolic work: Dream-matrix • Introduction to the Study Handbook for the 4-Year Training and practical knowledge • Check out 	<p style="text-align: center;">Seminar 2</p> <p><i>Residential course (3 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Beginning practice and The Four Stages of Therapy • according to Jung • Roleplay with a fictional client • Lectures with a Jungian topic • Symbolic work: Dream-matrix, interpretation of films • Check out
<p style="text-align: center;">Seminar 3</p> <p><i>Day course (2 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Basic concepts: Overview; groupwork • Roleplay on group supervision • Symbolic work: Dream-matrix • Check out 	<p style="text-align: center;">Seminar 4</p> <p><i>Day course (2 days + 1 day conference)</i></p> <p>Day 1:</p> <ul style="list-style-type: none"> • Check-in round • Theory and concepts: Dreams <p>Day 2: Conference: Topic changes</p> <p>Day 3:</p> <ul style="list-style-type: none"> • Psychopathology I • Check out
<p style="text-align: center;">Seminar 5</p> <p><i>Online course (1 day)</i></p> <ul style="list-style-type: none"> • Theory and concepts: <ul style="list-style-type: none"> ○ Complexes ○ The Self 	<p style="text-align: center;">Seminar 6</p> <p><i>Day course (2 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Study-group functioning • Theory and concepts: Archetypes • Symbolic work: Dream-matrix • Check out



<p style="text-align: center;">Seminar 7 <i>Day course (1 day + 2 days conference).</i></p> <p>Day 1:</p> <ul style="list-style-type: none"> • Check-in round • Psychopathology II • Day 2 and 3: Conference: Topic changes 	<p style="text-align: center;">Seminar 8 <i>Day course (2 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Theory and concepts: Psychic energy • Preparation for oral examen • Symbolic work: Dream matrix • Check out
<p style="text-align: center;">Seminar 9 <i>Residential course (3 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Roleplay and group supervision • Theory and concepts: Active imagination • Check out • Symbolic work: Dream matrix, interpretation of film, other symbolic work 	

<p>Year 3* (changes may occur) Clinical Work, Focus on Developmental Psychology, Symbolic Interpretation and Continuing Research</p>	
<p style="text-align: center;">Seminar 1 <i>Day course (2 days)</i></p> <ul style="list-style-type: none"> • Oral exam 	<p style="text-align: center;">Seminar 2 <i>Residential course (3 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Developmental psychology: Object relations • Theory and exercise: Sandplay • Theory: Fairy tales • Symbolic work: Dream matrix, interpretation of film, lecture • Check out
<p style="text-align: center;">Seminar 3 <i>Day course (2 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Group supervision • Theory: Fairy tales • Symbolic work: Dream-matrix • Check out 	<p style="text-align: center;">Seminar 4 <i>Day course (2 days + 1 day conference)</i></p> <p>Day 1:</p> <ul style="list-style-type: none"> • Check-in round • Developmental psychology: Attachment



	<p>Day 2: Conference: Topic changes</p> <p>Day 3:</p> <ul style="list-style-type: none"> • Psychopathology III • Check out
<p>Seminar 5 <i>Day course (2 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Group supervision • Study-group functioning • Symbolic work: Dream-matrix • Check out 	<p>Seminar 6 <i>Day course</i> <i>(1 day + 2 days conference)</i></p> <p>Day 1:</p> <ul style="list-style-type: none"> • Check-in round • Psychopathology IV <p>Day 2 and 3: Conference: Topic changes</p>
<p>Seminar 7 <i>Day course (2 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Developmental psychology: Modern infant research • Dreams and symbols • Symbolic work: Dream-matrix • Check out 	<p>Seminar 8 <i>Residential (3 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Theory and concepts: Anxiety • Lecture • Group supervision • Symbolic work: Dream matrix, interpretation of film, lecture • Check out

<p>Year 4 (changes may occur) Clinical Work, Focus on Psychotherapy as Research Based Practice and Finishing Training as Jungian Psychotherapist</p>	
<p>Seminar 1 <i>Day course (2 days)</i></p> <ul style="list-style-type: none"> • Check-in round • How to search research and keep up to date • History of psychotherapy • Symbolic work: Dream matrix • Check out 	<p>Seminar 2 <i>Residential course (3 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Introduction to the action research project • Study-group functioning • Lecture • Theory and concepts: Word Association Test • Symbolic work: Dream matrix, interpretation of film • Check out



<p>1 online session on action research project</p>	<p style="text-align: center;">Seminar 3 <i>Day course (2 days)</i></p> <ul style="list-style-type: none"> • Check-in round • The body in analysis • Group supervision on body in analysis • Symbolic work: Dream matrix, the body in analysis • Check out
<p>2 online sessions on action research project</p>	<p style="text-align: center;">Seminar 4 <i>Day course</i> <i>(2 days + 1 day conference)</i></p> <p>Day 1:</p> <ul style="list-style-type: none"> • Check-in round • Action research exam <p>Day 2: Conference: Topic changes</p> <p>Day 3:</p> <ul style="list-style-type: none"> • Dream matrix • Ethics and law in psychotherapy • Check out
<p style="text-align: center;">Seminar 5 <i>Day course (2 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Group supervision on the analytic attitude • Group supervision on the therapeutic relationship, Jung and beyond • Symbolic work: Dream matrix • Check out 	<p style="text-align: center;">Seminar 6 <i>Day course</i> <i>(1 day + 2 days conference)</i></p> <p>Day 1:</p> <ul style="list-style-type: none"> • Check-in round • Psychopathology V • Day 2 and 3 conference: Topic changes
<p style="text-align: center;">Seminar 7 <i>Day course (2 days)</i></p> <ul style="list-style-type: none"> • Check-in • Study group functioning • Symbolic work: Dream matrix • Check out 	<p style="text-align: center;">Seminar 8 <i>Residential (3 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Introduction to the 4th-year assignment • Theory and group supervision: Dreams and individuation • Lecture • Check out



The 4-year training stops after 3 seminars in the 4th year	
<p style="text-align: center;">Seminar 1 <i>Day course (2 days)</i></p> <ul style="list-style-type: none">• Check-in round• Meeting the new candidates – symbolic work• Psychological interpretation of mythology• Theory and concepts: Trauma and dissociation and pathological narcissism	<p style="text-align: center;">Seminar 2 <i>Residential course (3 days)</i></p> <ul style="list-style-type: none">• Check-in round• Theory and concepts: Individuation and the development of wisdom• Theory and concepts: Synchronicity and I Ching• Core competences of the Jungian Psychotherapist• Symbolic work: Dream matrix, film, other symbolic work• Check out
<p style="text-align: center;">Seminar 3 <i>Day course (2 days)</i></p> <ul style="list-style-type: none">• Examination of the clinical part of the 4th-year assignment	



The Structure of the Seminars

A 2-day course	A 3-day residential	A 3- day course with a 1- or 2-day conference
Day 1		
<ul style="list-style-type: none"> • Check-in - team gathering • PART 1: Theoretical presentation based on a theme - dialogue/ /group supervision. • BREAK – NETWORKING • PART 2: Theoretical presentation based on a theme - dialogue/exercises/group supervision. • Brief process check 	<ul style="list-style-type: none"> • Check-in - team gathering • PART 1: Theoretical presentation based on a theme - dialogue/exercises/group supervision. • BREAK – NETWORKING • PART 2: Theoretical presentation based on a theme - dialogue/exercises/group supervision. • DINNER • Film (Both groups, if there are 2 concurrent groups in training) 	<ul style="list-style-type: none"> • Check-in - team gathering • PART 1: Theoretical presentation based on a theme - dialogue/exercises/group supervision. • BREAK – NETWORKING • PART 2: Theoretical presentation based on a theme - dialogue/exercises/group supervision. • Brief process check
Day 2		
<ul style="list-style-type: none"> • Social Dreaming Matrix (Both groups, if there are 2 concurrent groups in training) • PART 1: Theoretical presentation based on a theme - dialogue/exercises/group supervision. • BREAK – NETWORKING • PART 2: Theoretical presentation based on a theme - 	<ul style="list-style-type: none"> • Social Dreaming Matrix (Both groups, if there are 2 concurrent groups in training) • Discussion of the film (Both groups, if there are 2 concurrent groups in training) • PART 1: Theoretical presentation based on a theme - dialogue/exercises/group supervision. 	<ul style="list-style-type: none"> • 1-day conference with a relevant topic and external speaker. Presentation – dialogue – workshop/group work – summary



<p>dialogue/exercises/group supervision.</p> <ul style="list-style-type: none"> • Check-out 	<ul style="list-style-type: none"> • BREAK – NETWORKING • PART 2: Theoretical presentation based on a theme - dialogue/exercises/group supervision. • DINNER • Symbolic work 1st year / lecture the other years 	
Day 3		
	<ul style="list-style-type: none"> • Social Dreaming Matrix (Both groups if there are 2 concurrent groups in training) • Theoretical presentation based on a theme - dialogue/exercises/group supervision. • Check-out 	<ul style="list-style-type: none"> • 2-day conference with a relevant topic and external speaker. Presentation – dialogue – workshop/group work – summary

Methods of Training

The methods of the program support the candidate's learning process and development as a Jungian Psychotherapist through a combination of training analysis, theory and acquisition of methods and skills, and clinical training experience. Methods and clinical training are based on the internationally approved Training Program for Jungian Analysts. The foundation of this program is training analysis, theory, and supervision of clinical work.



Training Analysis

The mandatory 200 sessions of training analysis is not a scheduled part of the Training Program but takes place concurrently with the entire Training Program and is the cornerstone of the candidate's own development and development as a therapist. Each year, the candidate must submit documentation for their analytic sessions, which are certified by the candidate's analyst. See also p. 13.

The Theoretical Foundation

The theoretical content of the program is presented through presentations that form the basis for joint discussions, exploration and understanding in plenary, as well as the basis for various group exercises, role plays or individual reflections with subsequent summaries. Involving and reflecting on the candidates' personal and clinical experiences and issues links practice with theory and creates experience-based learning and helps to develop the candidate into a theoretically reflective practitioner. The requirements of the program's written assignments also contribute to this. In the assignments, the candidate must show that he/she can link theory with clinical aspects as a basis for theoretical considerations, personal reflections, and perspectives.

Clinical Training

From the 3rd year of the training, candidates perform therapy under individual supervision. After passing the exam in the 2nd year, the candidate must enter a contract with the C.G. Jung Institute Copenhagen, which describes the framework for the candidate's clinical work. If desired, the candidate can be included on the Institute's website on the list of senior candidates who offer therapy at a reduced fee (max. DKK 400). The Institute may refer clients to a lesser extent, but the candidate must primarily find his/her own clients and a supervisor. It is the candidate's responsibility to receive supervision for every 4 hours of therapy with the client.



Supervision of Clinical Training, Individual or Group

Supervision is the third cornerstone in the training to Jungian Psychotherapist and begins after the 2nd year in training and continues through the entire training program. The content and aims of both individual and group supervision are described in detail on page 25.

Supervisors must be members of DSAP with five years seniority and must be approved as supervisors by the Jung Institute which includes signing a contract. Please see the list on the website <https://cg-jung.dk/cg-junginstitutkbh/supervisorer/>. The Training Committee can, however, upon the admission of a special application accept up to 50 sessions of supervision with supervisors from other training institutes recognized by the IAAP. Assessment of the candidate's ability to engage in and learn from group supervision is done by the trainer in question, who records who brings topics to supervision.

Self-reflection and Annual Evaluation

From the 2nd to 4th year, candidates evaluate their Training Program annually in relation to several areas: How the candidate is doing on the program, learning outcomes, their own process and areas of focus, and self-assessment in relation to specific psychotherapeutic concepts such as analytical framework, transference/countertransference and symbolic understanding. The individual supervision and dialogue with the supervisor also contribute to the candidate's ongoing reflection and evaluation of their own development and focus areas. Together with the supervisor's evaluation, the evaluation is included in the Training Committee's annual assessment of the candidate's development, which is given to the candidate in writing.

Training Group

The acquisition and processing of both the theoretical and clinical content of the program along with the integration of training analysis necessitates that the program takes place in a confidential and safe space where the individual can develop in interaction with teammates and where the training group develops at the same time. At the beginning of the program, a collective agreement is made on confidentiality in relation to



what is said, done and shared during the seminars. Each seminar starts with a check-in where candidates give a brief status on where they are right now and what's on their minds, which is repeated at the end of the seminar. These recurring routines also contribute to the individual's reflection on their own process. This gives the individual, the training group, and the teacher a sense of what's going on and what needs to be addressed. Checking in and out also reflects the training group's collective processes, which are brought up and dealt with on scheduled days during the program.

Symbolic Work

In each seminar, candidates train in the exploration and understanding of symbols, images and myths, which in Jungian psychology are understood as the bridge between the conscious and unconscious parts of the psyche and are important elements in the development of consciousness and psychological transformation. Training is done through film interpretation, symbolic work, social dreaming, own and clients' dreams.

Conferences

Every year, the Jung Institute organizes a 1-day and a 2-day conference, with changing topics and external, often foreign speakers specializing in topics within Jungian psychology. The conferences are part of the program and attendance is mandatory for candidates. The conferences are open to anyone with an interest in Jungian psychology. However, most participants are Jungian Analysts and Psychotherapists. The conferences give candidates the opportunity to meet practicing therapists and form the basis for a professional international community of Analytical Psychology.

Research Modules

The 2nd, 3rd and 4th year of the program focuses on the importance of practice-based research and research-based practice.

DPFO offers research modules via an online course that focuses on research in your own practice and the theory of science around psychotherapy, qualitative and quantitative methods, phenomenology, and



research ethics. The 5 research modules are integrated into the 2nd, 3rd and 4th year program. See 29.

Read a description of each module here

<https://psykoterapeutforeningen.dk/uddannelser/forskningsmoduler>.

Evaluation

- **The candidates evaluate after all seminars**

After each seminar, a questionnaire is sent out where students evaluate and provide comments on the teaching and outcomes.

- **The candidate's self-evaluation and general comments**

Once a year the candidates are asked to evaluate themselves, according to a number of questions

- **The Staff's evaluation of candidates**

An annual evaluation of each candidate's progress on the basis of seminars, lectures, supervision etc. takes place at the yearly Staff meeting. The candidates receive yearly written feedback after the Staff meeting. The Staff can on the basis of the evaluation decide whether the candidate needs to complete extra case reports or any other tasks, or to receive additional supervision over and above the minimum required.

The Staff has the mandate to postpone a candidate's beginning of work with analysands under supervision to advice prolongation of a candidate's training and to terminate the training of a candidate.

Analysts may not participate in the evaluation of their own clients or if there are otherwise relational reasons against it. The Staff's Apprentices cannot participate in the evaluation of candidates with whom they have had training, or with whom they have a relationship.

- **The coach's and the examiner's evaluation of the candidates' written work**

The written essays, case reports, and the final assignment are evaluated by the coach together with the internal or external examiner. The oral examination after the 2nd year is evaluated by the internal examiners and an external examiner.



- **The candidate's and supervisor's evaluation of supervision**
Evaluation of supervision is done by the supervisor(s) in cooperation with the candidate. For evaluation of supervision a questionnaire has been worked out. The candidate will start filling out the questionnaire and submit it to the supervisor by February 1st each year. The supervisor will discuss each item in the questionnaire with the candidate and on the basis of this discussion complete the report which must be signed by both candidate and supervisor and submitted to the Jung Institute every year before June 1st or at the end of a supervision process. The report must address the candidate's strong and weak points and the progress in the work with clients. In cases of concern the Staff may decide to consult the supervisor after having informed the candidate in question.
- **The feedback from the Council for Study Planning**
The Council for Study Planning takes place at least once a year preferably twice a year. Here the candidates can bring their wishes for the Training Program as well as for other aspects of the training.
- **The external examiner's evaluation of the process of censorship**
The external examiner will use an evaluation questionnaire to give feed back to the staff about the exams.

Ethics in the Training

Both Jung Institute staff (teachers, supervisors, coaches) and the candidates must follow the DSAP Code of Ethics and pay particular attention to the following sections from <https://cg-jung.dk/wp-content/uploads/DSAP-GF21-Godkendte-Etikregler-engelsk>.



§ 3. Relationship with candidates at the Jung Institute

3. DSAP's Code of Ethics also applies when members assume various roles in the context of programmes at the Jung Institute: as a member of the Study of Board, teacher, lecturer, adjudicator, supervisor, personal analyst etc.

This also applies when working groups and committees are set up that involve both candidates and members, and if candidates take on assignments on behalf of members. (§ 3.4)

When engaging in the above functions, members must pay greater heed to ethical considerations. It is their duty to ensure that the autonomy and confidentiality of candidates are constantly protected, and that their professional and personal development is not hampered by professional role complexity.

Role complexity that can be avoided must be avoided as much as possible. (§3.2)

Role complexity that cannot be avoided in a company that conducts training must always be done with heightened ethical care. (§3.3)

3.2 All DSAP members can act as analysts (learning analysts) for a candidate in the program and, in this role, must be particularly circumspect. A number of rules have been formally introduced for this role: An analyst for a candidate in the program cannot simultaneously act as an adjudicator or supervisor for that candidate. Nor may the analyst in question participate in any other form of evaluation of the candidate or be involved in discussions or the solution of problems between the candidate and the Board of Studies. A personal analyst will only be involved in purely administrative matters concerning their own client(s) - for example, documenting the number of hours spent on personal analysis - but must otherwise not speak out either positively or negatively about their client.

The dual role of analyst for a candidate and a member of the Board of Studies entails special challenges with regard to compliance with the above provisions and with both §3.2 and §3.3 of this Code of Ethics. The problems can be prevented/circumvented if the candidate's self-analysis



is conducted by an analyst that is not permanently affiliated with the programme.

In practice, this is not always possible and must therefore be evaluated in the light of other considerations. Since candidates have often been analysands of members permanently affiliated with the programme one must take into account the transfer situation vis-à-vis the choice of and time horizon for switching to an analyst outside the Board of Studies. Another possible consideration may be that there is currently no analyst who has no ethical issues and who has free time within a reasonable geographical distance. The ethical guidelines for the analysis processes, in which this clash of roles cannot be avoided, are set out in §3.3.

In the event that persons who are already undergoing analysis with an analyst permanently affiliated with the Institute apply for admission to the program or mention a possible interest in it, the analyst is obliged to draw attention to the role complexity and the ethical challenges it entails. It is the task of the analyst to support the analysand in their decision to either find an analyst with no permanent affiliation with the program or, for the time being, to continue with the particular limitations and the intensified ethical awareness it requires.

3.3 In the event of a clash of roles that cannot be avoided, the member has greater responsibility in terms of protecting the graduate's confidential space and class as a learning space and to ensure the student's professional and personal development.

Analyst/analysand and supervisor/supervisee must always refrain from using their relationship to achieve ends other than pure analysis with respect to supervision and must thus avoid using the role of analyst to inform or be informed about conditions in the program.

Every effort should be made to limit discussions about other students, about the group dynamics of the class or about the content, form and process of the program to what is relevant to the personal analysis, and otherwise referred to the relevant formal forums.

This applies in particular to analysts who are also members of the board of studies or permanent teachers in the program. Nor must the candidate



use the analytical space to attempt to influence either the board of studies or a permanent member of the program's teaching staff.

Together with the analysand, the analyst is obliged continuously to take the initiative to investigate and remedy any problems that result from the analyst's dual role as both a personal analyst and as a member of the Board of Studies, a teacher or a supervisor.

3.4. Candidates cannot take on assignments for, or be in a working group with their analyst or supervisor.

Candidates can participate in committees set up by the Institute and/or DSAP. In some of the committees (Study Council and Ethics Council), students from each year group are elected to represent their fellow candidates.

In other committees (research and information committees), students are elected at the annual general meeting in the context of the election of DSAP members to these committees. Finally, candidates can take on small tasks in connection with the organisation of seminars at the Institute (making coffee, photocopying etc.)

In all the above cases, the vulnerability of the candidate in their educational process must be carefully taken into account. This is especially important in committees where members of the Training Committee are involved, and where the question of assessing a candidate may play a role.

Where nothing else stands in the way (as in the Study Council and the Ethics Council), only senior candidates who have completed the teaching should participate in committees where there are representatives of the Training Committee.

There can be no reward or any other form of remuneration for the work a candidate performs for a working group, or a work assignment for a department or company.

Careful consideration must be given as to how to recruit students for working groups or assignments: for example, in terms of transparency, equal access and protection of the class as a learning space in the programme.



3.5. The DSAP Board has the task of ensuring that its members are familiar with the Code of Conduct, just as it is the task of the Training Committee to ensure that candidates are also familiar with it. In both cases, it must be made clear that, the event of violations, they have the option of consulting the Ethical Council Teachers.

All teachers are experienced Jungian Psychotherapists. Most regular teachers are trained at the Jung Institute and are members of DPFO. However, some have other memberships as they are based in other Scandinavian countries. Guest teachers are typically prominent members of IAAP (International Association for Analytical Psychology) and from other countries.

Internal and External Examiners

All members of the Staff can function as coaches/internal examiners. In addition to this we have a group of 4 external examiners. Three of these have a Ph.D. with extensive experience. After the completion of each of the three externally assessed exams fill out an evaluation form in which the coherence between the content of the program, teaching methods, achievement of learning objectives, competence level and choice of literature in relation to the exam is assessed.

Requirements for the Exams

The following section describes the requirements and rules for the program's oral exams and written assignments with guidance for the student, as well as how exams and assignments are assessed.



Overview of the Oral and Written Assignments for the Training

1 st year of training					
Type	Length	Subject	Evaluation	Examiner	Form
Essay	2-4000 words	Interpretation of an item with a symbolic content	Written feedback Pass/not pass	Internal coach /examiner	Written
2 nd year of training					
Type	Length	Subject	Evaluation	Examiner	Form
Synopsis	1-2 p.	Choice/outline/literature of a topic for the oral exam (preparation)	Written feedback	Internal coach / examiner	Written
3 rd year of training					
Type	Length	Subject	Evaluation	Examiners	Form
PP-presentation	15 min.	On the basis of the synopsis	Oral feedback With Grades	External examiner	Oral
Essay	6-8000 words	Interpretation of a fairy tale	Written feedback With grades	Internal coach / examiner and external examiner	Written



4 th year of training					
Type	Length	Subject	Evaluation	Examiners	Form
PP-presentation in group	50-60 min.	Mini action research project	Oral feedback Pass/not pass	Two internal coaches / examiners	Oral
	Incl. discussion				
The 4-year assignment	45 pp. +-10%	Research based case study	Written feedback With separate grading for theoretical and clinical achievement	Internal coach / examiner and external examiner	Written and oral

General remarks

Below you will find the requirements for the examinations during the 4 years of the Jungian Psychotherapist Training:

1. The Essay at the Foundation Course. Pass or not pass.
2. The Oral Exam after the 2nd Year (externally examined. Pass or not pass – grades)
3. The Essay on a Fairy-tale Interpretation in the 3rd Year (externally examined and graded)
4. An action research presentation in the beginning of the 4th year. Pass or not pass.
5. The Final assignment for the Jungian Psychotherapy training after the 4th Year (externally examined and graded)

After the requirements for each of these examinations, you will in this section about Examinations find the following:

1. Guidelines for the Writing of an Essay
2. Coaching
3. Submission
4. Deadlines and Extension
5. Remarks regarding the Training Analyst



6. Cases of Disagreement between the Examiners
7. Complaint Procedure
8. Essays, Oral Exam, 4-year article.

1. The Essay at the Foundation Course – 1st year.

Essay to be submitted by 1st September in the year of the Foundation Course:

The essay may be between 2,000 and 4,000 words in length (5 – 10 standard pages at each 2,400 characters, including spaces and notes, but excluding table of contents, appendices, and bibliography). Longer essays will not be accepted. The essay must demonstrate the ability to use the Jungian Concepts and must be an analysis of a fairy tale, a short story or novel, a dream or dream-series, a picture, sand-tray, advertisement, film, or song. Or it may be a case report with theoretical reflections. The essay may be written in Danish or English.

2. The Oral Examination after the 2nd Year (externally examined)

In February, after the 2nd year there will be an oral examination.

- The topic should be chosen from the themes as taught during the 1-Year Foundation Course and the 1st year of the training. A coach must be chosen among The Staff, and a synopsis approved by mid-January.
- The examination will be conducted by the external examiner and the presentation evaluated by the coach and an external examiner.
- The examination may be conducted in English and lasts for a maximum of 30 minutes. The first 15 minutes are reserved for the candidate's own presentation. The presentation must be supported by some form of graphic facilitation that communicatively and visually supports the presentation and the audience's understanding of what is being presented.
- The last 15 minutes of the exam are used for a dialogue between the candidate, the external censor, and the coach.



- The presentation will then be evaluated without the candidate being present and the result given with grades according to the Danish grading scale together with a short explanatory statement.

The candidate must submit a written **synopsis** already approved by the coach by e-mail to the director of training before January 15th of the relevant year, which will serve as the basis for the examination.

The candidate must him- or herself choose a coach for the synopsis. The Training Analyst cannot be chosen as coach.

Writing the synopsis: The synopsis should be 1-2 pages long and must contain the following items in a coherent way:

1. **Introduction:** a) Choose your **topic** such as e.g., "Archetypes", "Complexes", "Dreams", "Typology", "the Self" etc. etc. b) Specify a particular **focus**, such as "Jung's concept of the Self and examples of the further development of the concept"; or "Jung's concept of the Archetypes with a special regard to the Father Archetype. c) Explain more fully your choice of subject and focus.
2. **Outline:** A brief overview of the issues the candidate intends to cover in his/her oral presentation. These must include both theory and application of theory, in the form of clinical or everyday-life examples. Bear in mind that the presentation cannot last for more than 15 minutes, and that the synopsis is not a speaking paper. There is a difference between describing what one will do and doing it.
3. **Literature:** Please note that all literature, rated as A-literature for the Foundation Course and for the seminars of the 1st year, are required reading for the oral examination. The synopsis must include a bibliography listing the relevant part of the abovementioned A-literature, as well as any additional literature used for the synopsis.

For the oral exam, the candidate should engage in discussion with the external examiner and the coach, demonstrate basic knowledge about the subject and should be able to use it in a context, such as daily life, symbolic or clinical.



The oral examination is regarded as part of the training and, consequently, all candidates must be present throughout. There will be no dream matrix on the days in question.

Candidates who are unable to attend due to illness or for other valid reasons and candidates who do not pass the examination must do an online retake of the exam. The candidate may choose a new coach if he/she wishes so. The coach and the external examiner will evaluate the retake and decide whether the candidate has passed or not. In case of disagreement the external examiner has the final decision. Only one retake is possible.

3. The Essay on a Fairy Tale Interpretation in the Middle of the 3rd Year

Essay to be submitted by 1st September in the 3rd year.

This essay may be between 6,000 and 8,000 words in length (15 – 20 standard pages at each 2,400 characters, including spaces and notes, but excluding table of contents, appendices, and bibliography). Shorter or longer essays will not be accepted. The task is a thorough Jungian interpretation of a fairy tale that has not already been analyzed in the available literature.

This means that the text must be structured (according to von Franz and/or Pia Skogemann), and there must be interpretations of each symbolic motive with archetypal amplifications (e.g., could be from other fairy tales). You may, but do not have to, include other interpretations like Dieckmann, Asper or Kalsched for illumination/ discussion.

Clinical or real-life examples should also be included.

Further instructions concerning preparation, coaching etc. will be given by the teachers of the subjects.

The essay will be externally examined and graded and must be written in English.

4. The action research exam in the beginning of the 4th year

Groups of 4 or 3 people shall meet online 4 times á 1,5 hours at a pre-set time outside the seminars during February. The groups will define a research question and go through a process with regular online meetings.



Between each meeting each member takes notes in a diary as a method (in writing or/and drawing) to document the process.

The process shall end in a product in the form of e.g., PowerPoint, showing the beginning, the process and the result. Each member must participate actively in the presentation. One day in March will be used for these presentations. The presentation must be in English.

A member of the Staff will be available for help online.

The research question must be relevant in relation to the group member's daily practice – whether it be of an educational, workplace or therapeutic nature.

The theme must be formulated so broadly/generally that everyone can see themselves in it:

An example: How can I use diary writing (Journaling) to improve or further develop my own reflective practice [as a therapist/candidate/]?

The action research exam will be assessed as pass or not passed.

5. The Final Assignment for the Jungian Psychotherapy training after the 4th Year (externally examined)

The final assignment is divided into two parts: A theoretical part assessed online, and a clinical part taking place and assessed onsite. Each part is separately graded by the coach and an external examiner according to the official grading scale in force at any given time. The candidate will after the oral exam receive a written assignment of both the theoretical and the clinical part including a grade for each part.

The candidates will choose their coach among the staff-members, and the external examiner is appointed according to guidelines from DPFO.

- The paper must be 18.000 words (45 standard pages (Times New Roman 12', 1½ line spacing)), + - 10 %, including spaces and notes, but excluding table of contents, appendices, and bibliography. Shorter or longer papers will not be accepted.
- The paper must be submitted by 1st February in the 5th year.
- The final assignment must consist of a written main assignment in which the candidate's scientific theoretical, psychological, and thera-



peutic understanding is reflected as well as a written practical (clinical) part. The main assignment must present documentation of and research into the candidate's own practice, as well as the psychotherapeutic theories and psychological justifications that form the basis of this practice.

- The text must be in readable English and include the following information:

Abstract

You must write a short abstract, placed in the beginning of the assignment in English and in a Scandinavian language (if you can). It should summarize the research question, the method and results, the conclusion and perspective.

Introduction. This is a presentation of the subject, the research question, the purpose, and the relevance.

Research overview, source analysis and literature review.

In this section, it should be clear that the candidate actively relates to a contemporary debate on the topic and existing knowledge of other researchers' results of similar studies, as well as how the topic is otherwise treated.

Philosophy of science and theory

The section on philosophy of science and theory begins by clarifying the chosen approach to the different philosophies of science, which have different views on what science is (or should be). Here, the candidate can focus on ontological understandings (how something exists) and epistemological foundations (assumptions about the world and how we understand it). Theories of science include social constructivism, positivism, hermeneutics, phenomenology, or pragmatism. The theory section should explain the theory used in the assignment. The focus should be on the theory used to answer the research question in the analysis. Here the candidate should focus on what can support the study and the analysis as part of the argumentation.



Plagiarism means quoting from a text that is not referenced and, thus, passing it off as the writer's own thoughts. Academically, this is a serious offence, and it is regarded as such in this training course, too. The use of AI is allowed but must be disclosed and all prompts and answers must be included in an attachment. It is not permitted to use AI with client material for confidentiality reasons.

When quoting, it should be clearly stated why the quote is relevant to this particular essay at this particular point.

Clearly indicate any changes from one theme within the paper to another.

Methodology and research design

In this section, candidates should justify the choice of methodology and research design. This should include methodological critique (what can I learn or not learn by using this particular method?) and subsections on ethical considerations and data processing (the STAFF's formal approval of the method and study design must be included as an appendix).

The therapeutic process

In this section, you will in general follow the guidelines for case reports, but you should focus on the clinical area of your research question and illustrate how the different parts of the items mentioned below influence the conditions you want to investigate:

1. first session: initial impressions, reasons for analysis
2. the analytic frame: frequency, payment, etc.
3. personal and family anamneses
4. analytical process with theoretical Jungian reflections focusing on
e.g.
 - a. childhood memories
 - b. dreams
 - c. other fantasy material, pictures, active imagination
 - d. main themes of the therapy



5. transference and countertransference
 - a. transference observations should be regarded as an integral part of the process.
 - b. consequently, all the above-mentioned issues may well reveal transference patterns.
 - c. reflections on countertransference affects.
6. duration, total number of sessions, termination of the analysis (if the analysis is on- going, please note this)
7. the supervisee's use of the supervisory process.

Analysis

In this section, it must be clear that the candidate can independently answer the research question, problem statement and hypothesis by presenting all the evidence for the overall claim of the assignment.

Discussion

In this section, the candidate must both criticize and defend their own study from a professional and methodological perspective. The results should be discussed in relation to the research questions and to the theory and debate within the subject/topic, which were described in the research overview, source analysis and literature review. This is followed by a critique of the possibilities and limitations of the methods used, e.g. what it was possible to learn or not learn by using these methods. The methodological critique also includes a discussion of any biases in the study and whether the results can be generalized or not. Finally, the clinical application of the results is discussed.

Conclusion and perspectives

The conclusion summarizes the results and shows why the paper is relevant. It should contain a well-formulated answer to the research question that has been investigated and is rounded off with a perspective.

Appendix

Appendices must include approval of methodology, study design and ethical considerations as well as data processing and informed consent.



Bibliography

Must be written in the APA referencing system:

1. Author Format:

- List authors' last names first, followed by initials. Use an ampersand (&) before the last author's name when citing a work with multiple authors.
- Example: Author, A. A., Author, B. B., & Author, C. C.

2. Publication Year:

- Enclose the publication year in parentheses, followed by a period.
- Example: (Year).

3. Title Format:

- Italicize book titles, journal names, and other major titles. Use sentence case (capitalize only the first word and proper nouns).
- Example: Title of the Book.

4. Journal Articles:

- Include the volume number in italics, and the issue number in parentheses (if applicable).
- Example: Journal Name, 12(3), 45-67.

5. Page Numbers:

- Use p. for a single page and pp. for a range of pages.
- Example: p. 34 or pp. 34-56.

6. In-Text Citations:

- Use the author-date citation system, where the author's last name and the publication year are included in parentheses within the text.
- Example: (Author, Year).

7. Reference List:

- Arrange entries alphabetically by the last name of the first author.
- Use hanging indents for each entry.
- Example: Author, A. A., Author, B. B., & Author, C. C. (Year). **Title of the Book.** Publisher.



8. Electronic Sources:

- Include the DOI (Digital Object Identifier) for online articles when available.
- If no DOI is available, include the URL.
- Example: Retrieved from <http://www.example.com>.

9. Editions:

- Include the edition number in parentheses after the book title.
- Example: Title of the Book (2nd ed.).

10. Inclusive Language:

- Use bias-free language and avoid stereotypes.

Internet sites:

When citing internet sources in APA format, the general format includes the following elements:

1. Author(s):

- If an individual author is present, include their last name followed by their initials.
- If there is no individual author, use the name of the organization or the webpage title as the author.

2. Publication Date:

- Include the publication date if available. If there's no publication date, use "n.d." (no date).

3. Title of Webpage or Document:

- Italicize the title of the webpage or document.

4. Website Name:

- Italicize the name of the website or source.

5. URL:

- Provide the direct URL of the source.

Here is a basic template for citing an internet source in APA format:

Author, A. A. (Year, Month Day of publication). Title of webpage/document. *Name of Website*. URL

If there's no publication date, the format would be:

Author, A. A. (n.d.). Title of webpage/document. *Name of Website*. URL



The clinical part of the Final Assignment

The clinical part of the Final Assignment will take place during a weekend in April in the 5th year. This clinical exam is regarded as part of the training and, consequently, all candidates must be present throughout. There will be no dream matrix on the days in question.

Candidates who are unable to attend due to illness or for valid reasons other than illness must submit a written and signed documentation to the TC. Those candidates must participate in an oral replacement exam, and the TC will inform about time and place with at least 3 months' notice.

Candidates who for other reasons want to postpone the final assignment must no later than one month before the planned exam inform the TC about their decision. Those candidates must likewise participate in the planned oral replacement exam for which they must pay DKK 4.000.

The procedure of the clinical part of the Final Assignment

The clinical part of the Final Assignment will last for a maximum of 50 minutes and will be evaluated by the coach and the external examiner. Through dialogue between the candidate, the external examiner, and the coach, the exam aims at assessing the candidate's clinical skills.

It is expected that the candidate can show his/her grasp and understanding of the analytic process as it has evolved over time. It is also expected that the candidate is aware of and can work with interpersonal dynamics as well as intrapsychic dynamics in the clinical work. The candidate should demonstrate an understanding of a range of psychotherapeutic approaches to the patient and show a capability to think critically about theory. The exam should illustrate how the candidate works and must demonstrate the candidate's good reflective capacity, considering for example how he or she has learned from the patient and how their work has developed during the period of the analysis.

The presentation will then be evaluated without the candidate being present and the result given as a short explanatory statement. As already mentioned, the candidate will hereafter receive a written assignment of



both the theoretical and the clinical part including a grade for each part. In case of disagreement the external examiner has the final decision.

Retake of the Final Assignment

Candidates who do not pass the Final Assignment may do a retake. Only one retake is possible.

In case the candidate already fails the theoretical part of the Final Assignment, the candidate will not participate in the subsequent oral part of the exam. The candidate must submit a new version of the paper with revisions based on the written feedback from the coach and the external examiner. The paper must be submitted before June 1st in the 5th year and will be assessed within a month. In case of a pass the candidate will continue to the abovementioned oral replacement exam.

Candidates who do not pass the clinical part of the Final Assignment must participate in the above-mentioned oral replacement exam.

The assessment after the retake will follow the same procedure as mentioned above.

Guidelines for Written Assignments

General Guidelines:

- divide the text into smaller sections with subtitles and an extra line break between sections
- use endnotes, typically with references to author, year, and page according to the APA system
- the writing of the essays is to be regarded as practice for the final assignment. Moreover, candidates should accustom themselves to the standards required for publication and therefore strict academic standards must be adhered to. (See also the section about the final assignment)
- the maximum number of pages for an essay is inclusive of notes but excluding bibliography and appendices. Appendices may hold reference texts, such as e.g., a fairy tale but not discussions by the author.



- take care to disguise your clinical material appropriately if used in the essay.
- an English summary must be provided.

Coaching

Candidates need to have a coach for each essay, for their oral examination, and for the 4th-year assignment. Coaching by email for up to two hours is a free service as regards all essays, the final assignment, and the oral examination. For additional coaching, the candidate must allow for paid meetings with the coach on his / her own expense.

The aim of coaching is:

- to make sure that your approach fits the framework of the article (essay, synopsis, final assignment)
- to provide you with personal guidance during the writing process
- to ensure that the finished article meets the requirements with regards to structure and theoretical standard.

In order to stimulate a good writing process and fruitful utilization of your coach, it will be helpful to observe these guidelines:

- Before you begin writing, think through and define the theme, topic, or subject of your assignment, and make a rough draft of the structure and the various elements and aspects that you want the article to contain. Then share this with your coach. This is normally done via an e-mail exchange.
- Start the writing process. Have some concrete written material before you contact your coach again. Clarify the questions or dilemmas you have run into and be specific about what kind of assistance you need from the coach.
- Proceed (independently) until you approach the phase of completion. It is recommended at this point that you have a final discussion of content, structure, or other relevant issues, allowing you to finish your article with confidence. Again, be clear about what kind of input you need.



Coach for the 1st year essay (internal exam)

The candidate can choose their coach among the members of the Staff. There is no second reader for this.

Coach and external examiner for the oral examination

The candidate chooses his or her coach for the oral examination to whom the candidate will submit the synopsis. The director of training will provide a list of available coaches in good time. The coach must be a member of the Staff. The external examiner will be chosen from the group of external examiners by the Staff.

Coach and external examiner for the fairy tale essay

The seminar teachers will be coaches for the essay. The external examiner will be chosen from the group of external examiners by the Staff. The essay must be written in readable English.

Coach for the action research project. (internal exam)

Two teachers will prepare for and be available during this process. They will together evaluate the presentations.

Coach, and external examiner for the final assignment after the 4th year

The coach must be a member of Staff in writing the final assignment to complete the training as a Jungian Psychotherapist. It must be assessed by the coach and an external examiner and be written in readable English.

Remarks regarding choosing a coach

To protect the confidentiality of the candidate's personal analysis, a candidate's Training Analyst can neither be used as coach, nor as second examiner of any of the candidate's articles including the final article. For the same reason, the Training Analyst will not participate in any Staff evaluation of his or her candidates.

Submission

Electronically as an attached file to the coach and the second examiner.



Deadlines and Extensions

The winter- and summer deadlines for written assignments are February 1st and September 1st, respectively. If a candidate is unable to meet this deadline, the candidate must submit a written application asking for an extension of the deadline to his or her instructor with a copy to the director of training.

Complaint Procedure

If the coach and the second- or external examiner are unanimous in their evaluation of an article, but the candidate finds their decision unacceptable, the candidate may appeal to the Training Committee.

- a. Complaints concerning teachers or supervisors are submitted to the Director of Training, who will forward it to the DSAP member designated to handle complaints within the Jung Institute.
- b. The designated person will consult with the complainant about the complaint, and they will mutually agree about whether the complaint should be taken further and in what form. This may involve consultation with the Ethics Committee of the DSAP in which case there is a special procedure to be followed.
- c. If not, the designated person will help the complainant submit the complaint to the Director of Training who passes it on to the person complained about.
- d. The Training Committee will decide on the consequences and inform accordingly the complainant, and the person complained about. The decision will be declared in writing. No written account of the grounds for the decision will be offered.
- e. In case of a complaint against an external supervisor, the candidate will be advised how to take the complaint forward should they wish to. Please note that external supervisors are bound by their own procedures and ethical codes.

Requirements for Reading Texts in Foreign Languages

It is assumed that the candidate can read academic texts in English. In some groups, many candidates know very little Danish, so the Training



Committee will assist in translating necessary Danish texts as much as possible.

The Competency Profile of The Certificate

Through the 4-year training program to Jungian Psychotherapist, the candidate acquires competencies by integrating research-based theory, methods, personal development and practical experience.

The candidate also acquires theoretical and practical prerequisites for initiating and sharing research in the psychotherapeutic field.

On the basis of personal and professional competences, the candidate has the skills to perform qualified functions as a psychotherapist in private practice and to collaborate with the public health care system in relation to clients with complex problems.

The Competency Profile of the Training

Knowledge

The candidate has knowledge of and can reflect upon:

1. the theory, concepts, methodology and forms of intervention of Analytical Psychology as the basis for the practice of Jungian Psychotherapy
2. the choice of approaches when confronted with specific and complex psychological and psychopathological challenges and other life circumstances of a client
3. research-based theories and methods within the field of psychotherapy as a basis for the practice of psychotherapy
4. lead and conduct therapeutic processes within a framework of understanding based on the theory and principles of Analytical Psychology
5. the scientific basis for Jungian Psychotherapy in the context of research practice
6. theory of science, quantitative and qualitative research methods, data collection and data analysis in the context of researching own practice



7. ethical frameworks and relevant legislation for the practice of Jungian Psychotherapy and research in own practice
8. relevant sources of information and research in psychotherapy for continued professional updating and development of own psychotherapeutic practice
9. the theoretical principles involved in the development of a framework for private practice of Jungian Psychotherapy
10. own personal resources, limitations, and development opportunities in the context of psychotherapeutic practice and the value of professional ongoing supervision

Skills

The candidate has the skills and mastery to:

1. demonstrating professional empathy and analytical attitude drawing on Jungian principles
2. organising and conducting Jungian Psychotherapy adapted to the individual client
3. critically select, apply, and evaluate scientifically based Jungian psychotherapeutic methods and tools
4. apply and critically evaluate appropriate psychotherapeutic interventions in relation to specific challenges in therapeutic processes
5. identify and articulate relevant research topics and justify choice of methods, analysis, scientific theories and models as well as relevant literature
6. analysing, processing, and documenting clinical data from psychotherapy sessions based on relevant scientific theoretical principles
7. critically evaluate and reflect on own personal resources, learning processes, and developmental potential in relation to their psychotherapeutic practice through professional supervision and training analysis



Competencies

The candidate has the competencies to:

1. navigate complex and transformative processes with a Jungian analytical attitude
2. prepare, conduct and evaluate therapy processes
3. apply independent, critical, and research-based skills to analyse, document and process complex clinical issues
4. communicate and critically evaluate psychotherapeutic practice, theory, and research to relevant collaborators and peers in an ethically responsible and professional manner.
5. Taking responsibility for their professional development through continuous supervision.

References for Further Information

On our website, more detailed information about the training is published and maintained. Learn more <https://cg-jung.dk/cg-jung-institut-kbh/>

Effective Date and Transitional Rules

This version is published in July 2025, and applies to candidates who started their Jungian Psychotherapist Training Program from February 2024.

This manual is approved by the Danish Association of Psychotherapists and Crossfields Europe.

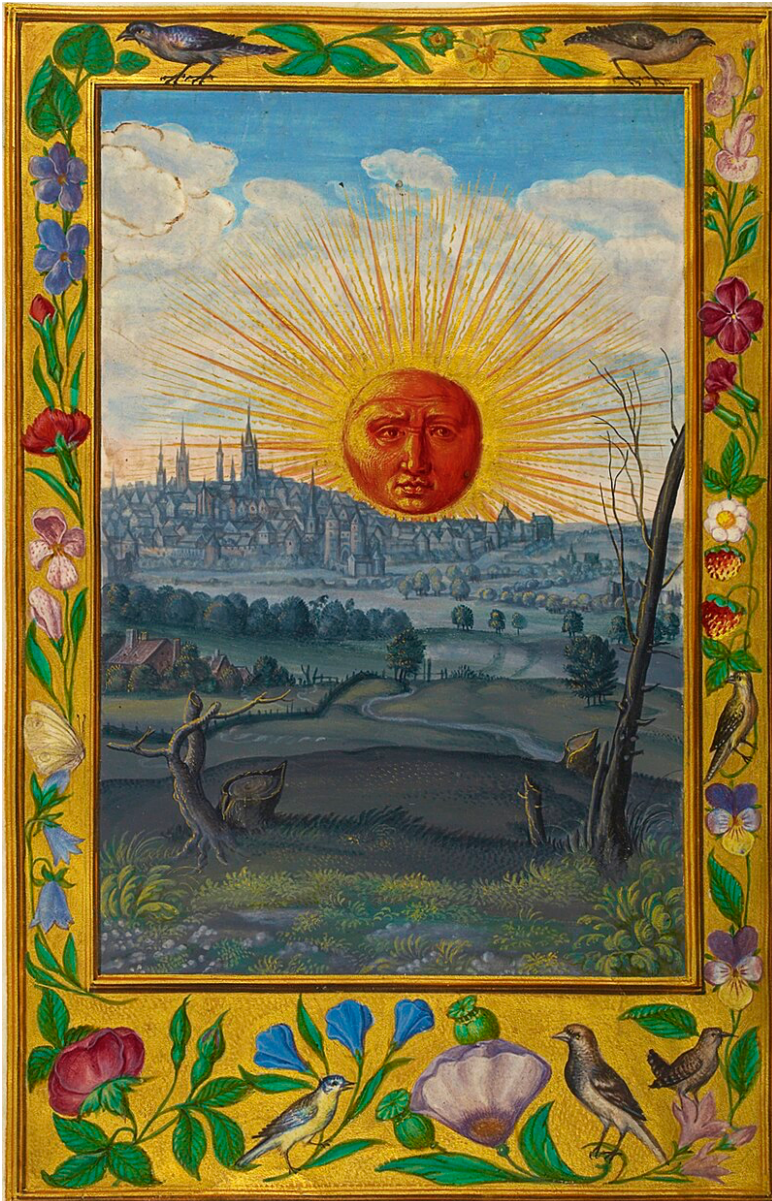
Amendments to The Study

Dates of new editions of the handbook will be placed here



**Addendum for the 6-Year
Training
as
Jungian Analyst**

2025



*The red sun rising over the city, the final illustration of 16th-century alchemical text, *Splendor Solis*. The word *rubedo*, meaning "redness", was adopted by alchemists and signalled alchemical success, and the end of the great work. <https://en.wikipedia.org/wiki/Alchemy>*



Preface

Most of our candidates had intended to become Jungian analysts long before they completed the psychotherapy part of their training; indeed, many had already decided that when they started the basic course. This addendum describes the third stage of the Jung Institute's comprehensive training program for Jungian Analysts and builds on the 4-year training program for Jungian Psychotherapists. Changes can be expected. When finishing analytical training the candidate becomes a member of the IAAP (International Association for Analytical Psychologists) and the worldwide Jungian community.

The training in this part of the program contains seminars with more complex Jungian themes, and the continuous work of the candidates to continue their own analysis and work with clients under supervision. Both in themselves and with the clients they will realize more fully the unique and scientifically proven properties and benefits of long-term therapy.

There is a smooth transition between the psychotherapy training and the analyst training. Therefore, the first 3 seminars concluding the psychotherapy training are at the same time the beginning of the analyst part of the training and are therefore also listed in this program.

*“Jung does not hesitate to use the nearly obsolete word ‘wisdom’ (for which the more modern term ‘maturity’ is an unsatisfactory substitute), and he declares, ‘The natural end of life is not senility but wisdom.’” (Ellenberger, H. F. (1970). *The discovery of the unconscious* (p. 712). Basic Books.)*



Fees for the 6-year Training:

- When the candidate continues in the 6-year training the fee of DKK 15.000 for the three concluding seminars after year 4, must be paid in January. The remaining fee for the spring semester of year five is DKK 4.750 which must be paid after the passing of the 4-year assignment. The candidate may, alternatively, decide to pay the total amount of DKK 19.750 for the entire spring term.
- The fee for the 2nd term in the 5th year is DKK 19.750 which must be paid in August.
- The fee for the 6th year is DKK 15.000 which must be paid in January.
- To sum up, in addition to the fee already paid for the 4-year training, the total fee for year 5 and 6 is DKK 39.500. The candidate thus commits to paying the full amount during year 5 and 6 as stated above.
- The candidate thus commits to paying the full amount during year 5 and 6 as stated above.
- The fee covers tuition, administrative costs, participation in the training, accommodation with single room during residential periods. A fairly significant part of the fees includes the cost of coaching and examining of the case report and the final article. Additional expenses beyond the tuition fee include literature costs, mandatory individual supervision of the candidate's work with clients, and expenses for training analysis.
- Annual fees are paid by instalments in advance of each term. Even if the training is terminated by the trainee before time, the whole of the missing amount must still be paid.
- If a candidate has not paid the tuition fee within a month upon the receipt of a written notice, the Training Committee may notify the candidate that the relationship between the Institute and the candidate in training is considered terminated, however, the debts must still be paid.
- Other expenses: Fees for training analysis and individual supervision are paid directly to the analysts and supervisors. Prices varies.



- If the candidate leaves the training before time, the remaining fee must still be paid.

The Aim of the Training Year 5 and 6

The focus is on deep transformative processes in a variety of ways. Also, there is a deeper study of the more complex scientific, historical and cultural ideas based on C.G. Jung. The overall aim of years 5 and 6 is deepening, expanding and integrating theory with practice and through continued personal analysis and working with clients under supervision, building up experience with long-term therapy, also demonstrated by a case report on a longer therapy. The number of individual supervision sessions has doubled; the training analysis goes from 200-300 and the number of sessions with clients grows from 125 to 400. Three quarter of the last year is devoted to catching up on all of this and writing the final article of a standard which might be published in a Jungian journal.

The themes are:

- preparation for case report and final article
- archetypal defences
- alchemy
- The Red book
- study Group functioning: Therapeutic Self care
- synchronicity
- religion
- rites de passage and shamanism
- ancient psychology
- trauma and dissociation
- professional individuation as an analyst
- development of wisdom,
- core competences of Analytical Psychology
- The transformative meaning of suffering
- Endings
- group supervision



Assessment of learning outcomes

At the end of the 5th year the candidate writes a case report on a long-term analysis with a client. The case-report is internally assessed (pass or not pass).

The focus of the 6th year is the candidate's development as a professional analyst and how to handle endings of therapy processes. During the 6th year the candidate works on the final article which is externally assessed with a grade.

The 5- and 6-Years of Training in Analytical Psychology will provide the Candidate with the following

knowledge, the candidate has:

- deepened the knowledge of more complex scientific, historical and cultural ideas based on C.G. Jung

skills, the candidate can:

- reflect and integrate theory with practice through the experience with continued personal analysis and working with clients under supervision, work with long-term therapy

competencies, the candidate:

- work with transformative processes in long-term therapy

The focus is on deep transformative processes in a variety of ways. Also, there is a deeper study of the more complex scientific, historical and cultural ideas based on C.G. Jung. The overall aim of years 5 and 6 is deepening, expanding and integrating theory with practice and through continued personal analysis and working with clients under supervision, building up experience with long-term therapy, also demonstrated by a case report on a longer therapy. The number of individual supervision sessions has doubled; the training analysis goes from 200-300 and the number of sessions with clients grows from 125 to 400. Three quarter of



the last year is devoted to catching up on all of this and writing the final article of a standard which might be published in a Jungian journal.

When finishing analytical training the candidate becomes a member of the IAAP (International Association for Analytical Psychologists) and the worldwide Jungian community.

The training in this part of the program contains seminars with more complex Jungian themes, and the continuous work of the candidates to continue their own analysis and work with clients under supervision. Both in themselves and with the clients they will realize more fully the unique and scientifically proven properties and benefits of long-term therapy.

Requirements for the Case report and Final Article

The following table describes the requirements and rules for the program's oral exams and written assignments with guidance for the student, as well as how exams and assignments are assessed.

Overview of the Oral and Written Assignments for the Training

5 th year of training					
Type	Length	Subject	Evaluation	Examiner	Form
Case report	6-8000 words	Description of a longer clinical work	Written feedback Pass/not pass	Internal coach /examiner	Written
6 th year of training					
Type	Length	Subject	Evaluation	Examiner	Form
Final article	8000-10.000 words.	Own choice subject with relevance for analytical psychology	Written feedback With grading	Internal coach / external examiner	Written
			cv		



Extent of the Training

The 5th and 6th years of training build on the previous four years.

	Total Year 1-4*	Year 5**	Year 6	Total
Theory and methodology	360	55	15	430
Skill training	120	10	10	140
Group supervision	105	25	10	140
Individual supervision	50	25	25	100
Training analysis	200	50	50	300
Research modules	50	-	-	50
Confrontation hours in all	885	165	110	1160

Clients under supervision	125	125	150	400
Hours, total	1010	290	260	1560

* Note The completion date of the training program is in the beginning of the 5th year

** Note The hours in year 5 are excl. the first three seminars which are included in year 4



Seminars – Overview

<p align="center">Year 5 (changes may occur) Deepening understanding of transformative processes</p>	
<p align="center">Seminar 1 <i>Day course (2 days)</i></p> <ul style="list-style-type: none"> • Check-in round • The two groups meet • Psychological interpretation of mythology • Symbolic work: Dream matrix, • Trauma and dissociation • Check out 	<p align="center">Seminar 2 <i>Residential course (3 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Individuation and the development of Wisdom • Synchronicity and I ching • Lectures • Symbolic work: Dream matrix, interpretation of film • Check out
<p align="center">Seminar 3 <i>Day course (2 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Oral part of 4th-year assignment <p>– exam x 2 days</p>	<p align="center">Seminar 4 <i>Day course (2 days + 1 day conference)</i></p> <p>Day 1:</p> <ul style="list-style-type: none"> • Check-in round • preparing for case report and final article. <p>Day 2: Conference: Topic changes</p> <p>Day 3:</p> <ul style="list-style-type: none"> • Dream matrix • Ancient psychology: Enheduanna • Check out
<p align="center">Seminar 5 <i>Day course (2 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Jung and religion • Dream matrix • Study group functioning • Check out 	<p align="center">Seminar 6 <i>Day course (1 day + 2 days conference)</i></p> <p>Day 1:</p> <ul style="list-style-type: none"> • Check-in round • Group supervision • Day 2 and 3 conference: Topic changes



<p>Seminar 7 <i>Day course (2 days)</i></p> <ul style="list-style-type: none"> • Check.in round • Alchemy: Rosarium • The Red Book • Check out 	<p>Seminar 8 <i>Residential (3 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Group supervision • Rites de Passage and shamanism • Interpretation of film • Lectures • Check out
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<p>Year 6 (changes may occur) Professional Individuation and Endings</p>	
<p>Seminar 1 <i>Day course (2 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Core competences in Analytical Psychology • The transformative meaning of suffering based on Job • Dream matrix • Check out 	<p>Seminar 2 <i>Residential course (3 days)</i></p> <ul style="list-style-type: none"> • Check-in round • Professional Individuation • Endings • Symbolic work: Dream matrix, interpretation of film • Check out
<p>Online post trainee group twice a year until graduation</p>	

Requirements for the Written Assignments

The Case Report after the 5th Year

Case report to be submitted by 1st February in the 6th year

Guideline for case report

1. First session: initial impressions, reasons for analysis.
2. The analytic frame: frequency, payment, etc.
3. Personal and family anamneses
4. Analytical process with theoretical Jungian reflections focusing on e.g.,
 - a. Childhood memories



- b. Dreams
- c. Other fantasy material, pictures, active imagination
- d. Main themes of the therapy
5. Transference and countertransference
 - a. Transference observations should be regarded as an integral part of the process. Consequently, all the above-mentioned issues may well reveal transference patterns.
 - b. Reflections on countertransference affects
6. Duration, total number of sessions, termination of the analysis (if the analysis is on-going, please note this)
7. The supervisee's use of the supervisory process.
8. Conclusion

The case report may be between 6,000 and 8,000 words in length (15 – 20 standard pages at each 2,400 characters, including spaces and notes, but excluding table of contents, appendices, and bibliography). Longer case reports will not be accepted. See the guidelines for writing an essay for further instructions. Bear in mind that, as for the essays and the final article, you must also make references to the Jungian literature you are using to reflect on the cases in the case reports. It is very important that the identity of the client is disguised properly.

All literature must be listed in the APA system

The Final Article after the 6th Year

Final article to be submitted by 1st. February of the seventh year

The final article may be between 8,000 and 10,000 words in length (20 – 25 standard pages at each 2,400 characters, including spaces and notes, but excluding annexes, table of contents, summary, and a bibliography). Longer articles will not be accepted. All literature must be listed in the APA system

- The final article must cover a subject of relevance to analytical psychology.
- The article must include theoretical considerations illustrated by clinical or symbolic material.



- The article should make a contribution, so not just be a restatement of what others have already said. It should demonstrate that the candidate understands and is able to use Jungian theories and methods of interpretation in practice.
- The article should, regarding references and footnotes, comply with the standards required for publication in a Jungian journal such as *The Journal for Analytical Psychology*.
- Do not include anything in the reference list that is not quoted from or mentioned directly in the text of the article.
- The language must be readable in English. It is the candidate's own choice and responsibility to try to get her/his article published. In this respect it is important to know that if the author's English is not up to publishable standard, the author needs to find an editor on her/his own and pay for the fix-up. Sometimes people write articles in their own language and ask a translator to take it over and put it into publishable English.

There are many ways to write such an article; ranging from case studies to more theoretical subjects, and we do not want to stifle your creativity by giving guidelines that are too specific.

Suggestions:

The first step in the process of writing an article is the submission of a synopsis outlining what you intend to write.

- Outline the aim of the article. (Why this topic? – what is it about it that interests you?)
- Identify a gap in the literature. (Has anyone else written about the topic in question? What did they have to say about it? What do you think you might add?)
- Review the relevant literature.
- Approach the topic from your own point of view and explore it. In the conclusion: review what you have written and summarise what you have added or contributed to the topic.



- Every text quoted should be referenced fully in the references section with page numbers for articles. All films, books and artwork should be appropriately referenced. All texts influencing or informing the writer but not directly referred to should be referenced in a bibliography.
- The difference between quoting and paraphrasing should be very clear.
 - Quotes should be in inverted commas. When quoting more than 40 words the quote should be set apart in an indented paragraph.
 - When paraphrasing, the appropriate reference with page numbers should be given, i.e., John Smith in his research found that ... (Smith 1985, p. 23)
 - Wherever possible use your own words to explain what someone said and only quote when necessary. For example: Bloggs (1997) tells us that Jung thought that ...
 - Or Jung thought that ... (Bloggs 1997). In both these cases the point is made that the information is derived from Bloggs's material.
 - It is best to quote directly from source where possible.
 - Plagiarism means quoting from a text that is not referenced and, thus, passing it off as the writer's own thoughts. Academically, this is a serious offence, and it is regarded as such in this training course, too.
 - The use of AI is allowed but must be disclosed and all prompts and answers must be included in an attachment. It is not permitted to use AI with client material for confidentiality reasons.
 - When quoting, it should be clearly stated why the quote is relevant to this essay at this particular point.
 - Clearly indicate any changes from one theme within the essay to another.



Coach, and Internal Examiner for the Case Report

- Your supervisor would usually be a natural choice for a coach in writing the case report.
- The coach submits the final report to the second examiner (a member of the Staff) They exchange evaluations, and it is the responsibility of the coach to submit the two evaluations to the candidate, and then both the report itself and the evaluations to the Staff.
- For the case report you may choose a second examiner among the staff at the Jung Institute.
- The case report must be written in readable English.

Coach for the final article

For the final article, the candidate may choose any member of the Staff as his or her coach. The final article will be evaluated and graded by an external examiner and must be written in readable English. The same procedure as above should be followed.

The purpose of coaching is:

- to make sure that your approach fits the framework of the article (essay, synopsis, case report, final article)
- to provide you with personal guidance during the writing process
- to ensure that the finished article meets the requirements with regards to structure and theoretical standard.

In order to stimulate a good writing process and a fruitful utilization of your coach, it will be helpful to observe these guidelines:

1. Before you begin writing, think through and define the theme, topic, or subject of your article, and make a rough draft of the structure and the various elements and aspects that you want the article to contain. Then share this with your coach. This is normally done via an e-mail exchange.



2. Start the writing process. Have some concrete written material before you contact your coach again. Clarify the questions or dilemmas you have run into and be specific about what kind of assistance you need from the coach.
3. Proceed (independently) until you approach the phase of completion. It is recommended at this point that you have a final discussion of content, structure, or other relevant issues, allowing you to finish your article with confidence. Again, be clear about what kind of input you need.

Submission

Electronically as an attached file to the coach and the second examiner.

Deadlines and Extensions

The deadlines are February 1 in the 6th and 7th year. If a candidate is unable to meet this deadline, the candidate must submit a written application asking for an extension of the deadline to his or her instructor with a copy to the director of studies.

Remarks regarding the Personal Analysis

In order to protect the confidentiality of your personal analysis, a candidate's personal analyst can neither be used as coach, nor as second examiner of any of the candidate's articles including the final article. For the same reason, the personal analyst will not participate in any Staff evaluation of his or her candidates.

Cases of Disagreement between the Examiners

In cases where the coach and the second- or external examiner disagree whether an article is acceptable, all members of the Training Committee will read the article in question and a majority decision will be reached.



Complaint Procedure

If the coach and the second- or external examiner are unanimous in their evaluation of an article, but the candidate finds their decision unacceptable, the candidate may appeal to the Training Committee. For this and other kinds of complaints, see §14 in regulations.

Petitum

The petitum is your personal list of all the literature you have read during the training. This list must be approved by the training committee at the end of the 6th year. Recommendations were given by your teachers but how much of this did you actually manage to read? Conversely, you will probably have studied additional literature in connection with your essays. Please divide your literature into subgroups with headings such as "basic concepts", "psychology of religion", etc.

Graduation from the 6-year training as a Jungian Analyst

The candidate will receive a diploma as a Jungian Analyst after completing all requirements. There is a formal event on the next General Assembly, where the candidate is invited to present his/her final article and will be a member of the DSAP and thereby of IAAP.

The Competency Profile of the Analytic Training

Knowledge

The candidate has knowledge of and can reflect upon:

1. the theory, concepts, methodology and forms of intervention of Analytical Psychology
2. the choice of approaches when confronted with specific and complex psychological and psychopathological challenges and other life circumstances of a client
3. research-based theories and methods within the field of psychotherapy as a basis for the practice of psychotherapy



4. lead and conduct analytical processes within a framework of understanding based on the more complex theory and principles of Analytical Psychology
5. experienced knowledge of how long-term analysis can support transformative processes in the psyche
6. the scientific basis for Jungian Analysis in the context of research practice
7. theory of science, quantitative and qualitative research methods, data collection and data analysis in the context of researching own practice
8. ethical frameworks and relevant legislation for the practice of Jungian Analysis and research in own practice
9. relevant sources of information and research in psychotherapy for continued professional updating and development of own psychotherapeutic practice
10. the theoretical principles involved in the development of a framework for private practice of Jungian Analysis
11. own personal resources, limitations, and development opportunities in the context of psychotherapeutic practice and the value of professional ongoing supervision

Skills

The candidate has the skills and mastery to:

1. demonstrating professional empathy and analytical attitude drawing on Jungian principles
2. organising and conducting Jungian Analysis adapted to the individual client
3. critically select, apply, and evaluate scientifically based Jungian psychotherapeutic methods and tools
4. apply and critically evaluate appropriate psychotherapeutic interventions in relation to specific challenges in therapeutic processes
5. identify and articulate relevant research topics and justify choice of methods, analysis, scientific theories and models as well as relevant literature



6. analysing, processing, and documenting clinical data from analytic sessions based on relevant scientific theoretical principles
7. critically evaluate and reflect on own personal resources, learning processes, and developmental potential in relation to their psychotherapeutic and analytical practice through professional supervision and training analysis

Competencies

The candidate has the competencies to:

1. navigate complex and transformative processes with a Jungian analytical attitude
2. prepare, conduct and evaluate therapeutic' processes
3. apply independent, critical, and research-based skills to analyse, document and process complex clinical issues
4. communicate and critically evaluate psychotherapeutic practice, theory, and research to relevant collaborators and peers in an ethically responsible and professional manner.
5. Taking responsibility for their professional development through continuous supervision.

References for Further Information

On our website, more detailed information about the training is published and maintained. Learn more <https://cg-jung.dk/>.

Effective Date and Transitional Rules

This version is 07.07.2025, and applies to candidates who started their Jungian Psychotherapist Training Program from February 2024.

This manual is approved by the Danish Association of Psychotherapists and Crossfields Europe.

Amendments to The Study

Dates of new editions of the handbook will be placed here